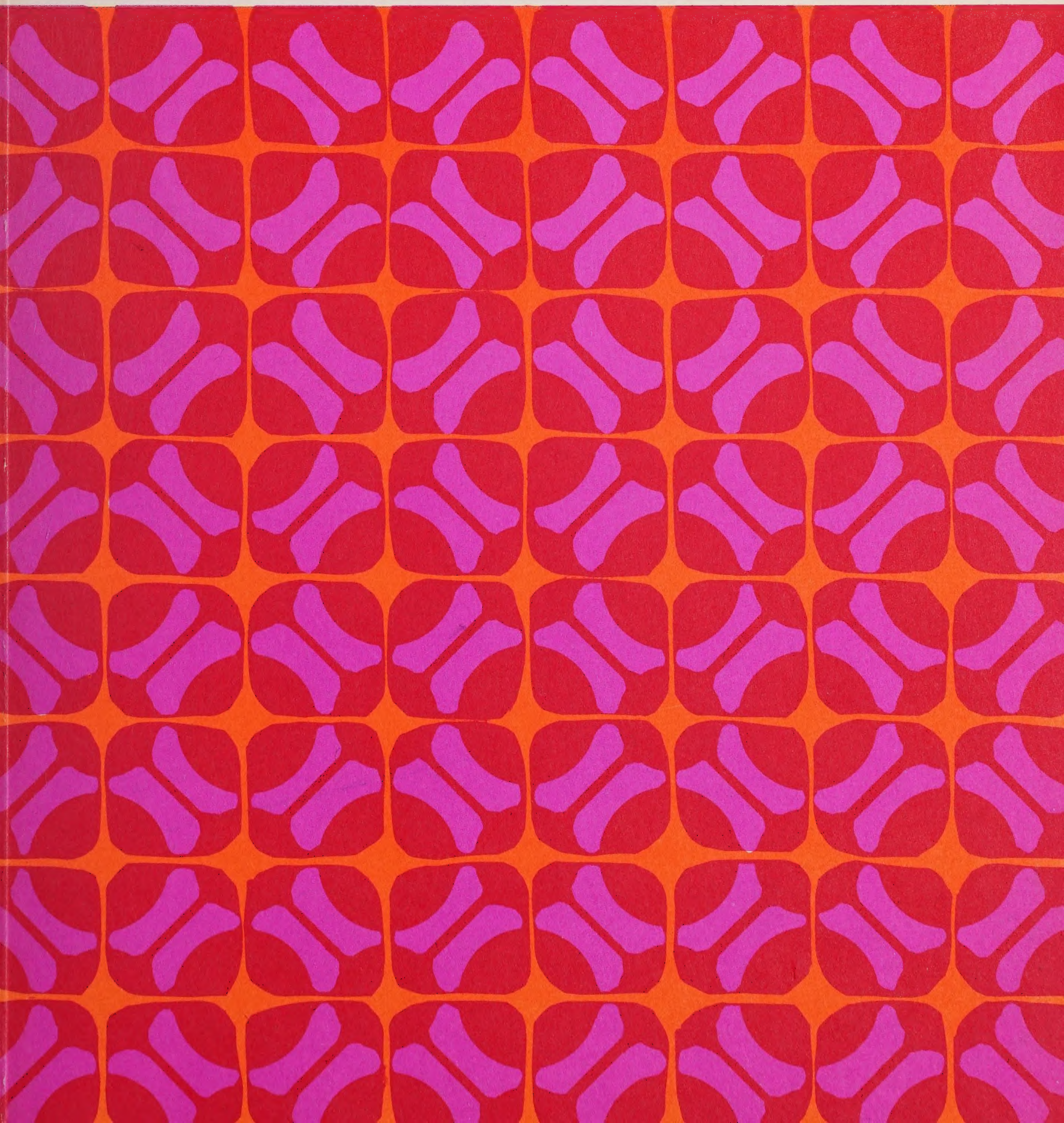
D.A.B.

The Ontario Institute
for Studies in Education
OISE Bulletin 1969-1970
Graduate Degrees in Education
University of Toronto



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OISE BULLETIN 1969-1970

THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

GRADUATE DEGREES IN EDUCATION

UNIVERSITY OF TORONTO

Please address inquiries concerning graduate studies in education to:

Coordinator of Graduate Studies,
The Ontario Institute for Studies
in Education,
102 Bloor Street West,
Toronto 5, Ontario,
Canada.
Cable address: OISETOR.

The student should bring this Bulletin when he registers. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

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1970

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Academic Calendar

1969

February 1	Final date for submitting applications for Graduate Assistantships
February 15	Application for Admission forms for the Summer Session available from this date on
March 15	Final date for receiving Application for Admission forms for the 1969-70 Regular Session (daytime students only) and for the 1969 Summer Session *Note:* Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Graduate Assistantship applications, since a considerable number of student places will be awarded with the disposition of Graduate Assistantships
April 1*	Final date for Ph.D. candidates in the penultimate year of residence to submit the field of research and the name of the supervisor (see also October 31)
April 4	Good Friday
April 18	Last day of lectures, Regular Session
April 21-25	Examinations, Regular Session
May 6*	Final date for submitting recommendations for degrees to be awarded at Spring Convocation
May 8†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation
May 30-June 6	Spring Convocation
June 10	Final date for receiving Application for Admission forms for the 1969-70 Regular Session (after-hours students only); this applies to courses for both the first and second half-years of the 1969-70 Regular Session. Maximum enrollment may be reached in some classes before this date

July 2	Summer Session Registration, 9:30 a.m. to 12:30 p.m. and 1:30 p.m. to 4:30 p.m.
July 3	First lectures in the Summer Session begin
July 9	Fees for M.Ed. students: if fees for the Summer Session remain unpaid as of this date, the student will be considered to have withdrawn
August 5	Civic Holiday. Regular lectures will be scheduled for this date
August 8	Last day of lectures, Summer Session
August 11-13	Examinations, Summer Session
September 19	Regular Session Registration, 10.00 a.m. (daytime students only)
September 20	Regular Session Registration, 9:30 a.m. to 12:30 p.m. and 1:30 p.m. to 4:30 p.m. (after-hours students only)
September 26	Fees: any student registered in the Regular Session whose fees are not received at the Chief Accountant's Office by this date must pay a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20
September 29	Lectures begin
October 13	Thanksgiving Day
October 15	Fees: if fees for the Regular Session remain unpaid as of this date, the student will be considered to have withdrawn
October 24*	Final date for submitting recommendations for degrees to be awarded at Fall Convocation
October 31*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis topics
October 31†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)
December 19	Last day of lectures before Christmas

1970

January 5	Lectures resume
January 10-12-13	Examinations in courses completed in the first half-year of the Regular Session
January 12	Courses for the second half-year of the Regular Session begin
January 15*	Final date for students who hold dual registration as candidates for both the master's (except Phil.M.) and the Ph.D. degree to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 15*	Final date for re-classification of Special Students to degree candidacy
January 31*	Final date for submitting recommendations for degrees to be awarded by the Senate in February
February 1	Final date for submitting applications for Graduate Assistantships
February 15	Application for Admission forms for the Summer Session available from this date on
March 15	Final date for receiving Application for Admission forms for the 1970-71 Regular Session (daytime students only) and for the 1970 Summer Session *Note:* Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Graduate Assistantship applications, since a considerable number of student places will be awarded with the disposition of Graduate Assistantships
March 27	Good Friday
April 1*	Final date for Ph.D. candidates in the penultimate year of residence to submit the field of research and the name of the supervisor (see also October 31)
April 17	Last day of lectures, Regular Session
April 20-24	Examinations, Regular Session
May 6*	Final date for submitting recommendations for degrees to be awarded at Spring Convocation

May 8†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation
May 30-June 6	Spring Convocation
June 10	Final date for receiving Application for Admission forms for the 1970-71 Regular Session (after-hours students only); this applies to courses for both the first and second half-years of the 1970-71 Regular Session. Maximum enrollment may be reached in some classes before this date

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* This is the School of Graduate Studies' final date. The information must be submitted to the Coordinator of Graduate Studies, OISE, at least one week before this date in order to allow for processing and forwarding to the School of Graduate Studies.

† Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under very exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Board of Governors

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of January 1, 1969)

Chairman:

THE HONOURABLE MR. JUSTICE BORA LASKIN, *Q.C., M.A., LL.B., LL.M., LL.D., D.C.L., F.R.S.C.*

Vice-Chairman:

H. PULLEN, *B.A., B.Paed., Ed.D., F.C.I.S., F.C.C.T.*

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T. H. EVANS, *M.Sc., Ph.D., F.C.I.C.*

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J. W. FYFE, *M.D.*

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R. P. GRAHAM, *M.A., A.M., Ph.D., F.C.I.C.*

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FLORENCE IRVINE, *B.A., M.Ed., F.O.T.F.*

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R. M. LAXER, *M.A., Ph.D.*

E. C. LONGMUIR, *B.A., B.Paed., F.O.T.F.*

J. D. MCNABB, *C.D., B.A., B.Ed.*

J. R. H. MORGAN, *M.B.E., M.A., B.Paed., LL.D., F.O.T.F.*

K. F. PRUETER, *B.A., B.Paed., Ed.D.*

VERNON READY, *B.A.*

HENRI ROCQUE, *B.A.*

J. BASCOM ST. JOHN, *D.Litt.*

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T. G. WHITE, *D.D.S.*

J. R. W. WHITEHOUSE, *M.A.*

G. L. WOODRUFF, *B.A., B.Paed.*

M. ST. A. WOODSIDE, *M.A., LL.D.*

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President

ERNEST SIRLUCK, *M.B.E., Ph.D., LL.D., F.R.S.C.*
Vice-President and Graduate Dean

JOHN H. SWORD, *M.A.*
Vice-President and Provost

ROBIN ROSS, *M.B.E., M.A.*
Vice-President and Registrar

ROBERT H. BLACKBURN, *M.S., LL.D.*
Chief Librarian

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ERNEST SIRLUCK, *M.B.E., Ph.D., LL.D., F.R.S.C.*
Vice-President and Graduate Dean

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Associate Dean, Division II (including Educational Theory)

KEITH YATES, *Ph.D., D.Phil.*
Assistant Dean

JEAN E. GORDON, *B.A.*
Secretary

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

ROBERT W. B. JACKSON, *Ph.D., LL.D., F.R.S.S., F.C.P.*
Director

JOHN H. M. ANDREWS, *Ph.D.*
Assistant Director

OFFICE OF THE COORDINATOR OF GRADUATE STUDIES

GEORGE E. FLOWER, *Ed.D., F.C.C.T.*
Coordinator of Graduate Studies and Chairman, University of Toronto Graduate Department of Educational Theory

CLIFFORD C. PITT, *Ph.D.*
Assistant Coordinator of Graduate Studies

J. GLENN SCOTT, *Ed.D.*
Assistant Professor

W. G. FLEMING, *Ed.D.*
Professor

SABIR A. ALVI, *Ph.D.*
Associate Professor

DONALD H. BRUNDAGE, *Ed.D.*
Assistant Professor

MARGARET HAMBLY, *B.A.*
Administrative Assistant

OTHER ADMINISTRATIVE OFFICERS OF THE INSTITUTE

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Coordinator of Development
ERNIE J. INGRAM, *Ph.D.*
Assistant Coordinator of Development
DAVID S. ABBEY, *Ph.D.*
Acting Coordinator of Research

Department Chairmen

T. BARR GREENFIELD, *Ph.D.*
Educational Administration
J. ROBY KIDD, *Ed.D., LL.D.*
Adult Education
LESLIE D. MCLEAN, *Ph.D.*
Computer Applications
ALAN F. BROWN, *Ph.D.*
Curriculum
WILLARD BREHAUT, *Ed.D.*
History and Philosophy of Education
VINCENT R. D'OYLEY, *Ed.D.*
Measurement and Evaluation
CICELY WATSON, *Ph.D.*
Educational Planning
DAVID W. BRISON, *Ed.D.*
Applied Psychology
JAN J. LOUBSER, *Ph.D.*
Sociology in Education

Division Heads

KATHLEEN M. HOBDAY, *M.A.*
Head, Editorial
W. BRYAN DOCKRELL, *Ph.D.*
Director, Educational Clinic
ALAN G. MARTIN, *C.A.*
Superintendent, Finance
BARRY L. BROOKS, *M.B.A.*
Superintendent, Internal Services
SHIRLEY K. WIGMORE, *M.L.S.*
Chief Librarian

ACADEMIC STAFF

Members of the academic staff as of January 1, 1969, are listed at the beginning of each departmental section and in the index on pages 131-5.

The Ontario Institute for Studies in Education

The Ontario Institute for Studies in Education is a relative newcomer to the educational scene. It was established in July 1965, by an Act of the Ontario Legislature, and is under an independent board of governors. Combined in an integrated structure within the Institute were the former departments of Educational Research and Graduate Studies of the University of Toronto's Ontario College of Education, and the Ontario Curriculum Institute.

OISE is chartered as a college, and one of its primary responsibilities, as expressed in the incorporating act, is to establish and conduct programs leading to graduate degrees in education. The activities of the Institute are considerably broader than that, however. It also functions as a research institute devoted to the scientific study of the theory and practice of education, and is centrally concerned with development; that is, with curriculum planning and materials, and with the dissemination of findings of educational studies and assistance in their implementation.

The establishment of the Institute thus represents a recognition of the need to bring to bear substantial resources of staff and finances on the solution of educational problems, and on the preparation of increased numbers of promising men and women for leadership posts in education.

Under the Agreement of Affiliation with the University of Toronto, the programs, staff, and other resources of the University's Department of Educational Theory are provided substantially by the Institute, and its students are University of Toronto graduate students proceeding to University of Toronto degrees. Its programs emphasize theory and research, and their applications, in the various fields of education. These programs may also include offerings from other graduate departments of the University.

The Institute is organized internally into nine academic departments, each concerned with a particular field of education: Educational Administration, Adult Education, Computer Applications, Curriculum, History and Philosophy of Education, Measurement and Evaluation, Educational Planning, Applied Psychology, and Sociology in Education. Specialized programs of graduate study offered in each of these departments are coordinated by the Office of the Coordinator of Graduate Studies. The facilities of the Institute enable advanced graduate students to be involved directly in research or development programs in their particular field of scholarly interest.

Graduate courses in education are offered both in the Regular Session and in the Summer Session. While it is possible to complete requirements for the degree of Master of Education through part-time study, varying periods of full-time study in regular sessions *are required for other degrees. Certainly full-time study toward any graduate degree is much to be preferred.*

The Institute has grown very rapidly from its inception, and its staff now numbers about 650, including some 130 members of academic staff. In the 1968-69 academic year, full-time graduate students numbered almost 300, of whom more than 120 were doctoral candidates; in addition, 850 part-time graduate students were registered, and 1,034 were enrolled in the 1968 Summer Session.

The overall goal of the Institute is to make a positive contribution to improvement in education; we believe that in the long run one of the most effective ways in which we can achieve that goal is through our graduates.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at The Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairman of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and an assessment of admissibility to an M.A. or Ph.D. program, write directly to the Office of the Coordinator of Graduate Studies, OISE, 102 Bloor Street West, Toronto 5, Ontario, Canada, addressing your request, according to your proposed field of specialization, to the advisor indicated below:

   Professor Sabir A. Alvi
   Measurement and Evaluation
   Applied Psychology

   Professor Donald H. Brundage
   Adult Education

   Professor George E. Flower
   Higher Education

   Professor Clifford C. Pitt
   History and Philosophy of Education
   Educational Planning
   Sociology in Education

   Professor J. Glenn Scott
   Educational Administration
   Computer Applications
   Curriculum

2. Requests for evaluation of admissibility should be accompanied by the following:
   (a) three copies of official transcripts, bearing marks attained, of all undergraduate and graduate study to date;
   (b) where applicable, three copies of documents attesting to professional education, certification, and experience;
   (c) a score on the Miller Analogies Test (both master's and doctoral candidates);
   (d) a score on the Aptitude Test of the Graduate Record Examinations (doctoral candidates only);

(e) two letters of reference to support the application; use forms entitled Letter to Support Application for Admission and/or Graduate Assistantship, obtainable from the advisors referred to under (1) above;

(f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made.

3. Many applicants for admission as full-time students may also be applying for a Graduate Assistantship (see page 12). Since the first step in considering applications for a Graduate Assistantship is an assessment of admissibility, it is not necessary to request such an assessment under (1) above in such cases.

4. If the Institute is able to recommend the candidate, Application for Admission forms will be sent to him. These, together with an application fee of $10 (Canadian funds), should be returned not to the Institute, but to:

   The Secretary,
   School of Graduate Studies,
   65 St. George Street,
   Toronto 5, Ontario,
   Canada.

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.

6. The Institute then returns the Application for Admission forms to the School of Graduate Studies with its recommendation regarding admissibility. *Note that this is a recommendation only.*

7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which he has been admitted and any conditions involved.

Application for Admission forms for all degree programs must be submitted not later than March 15 for registration both in the 1969 Summer Session and in the 1969-70 Regular Session, which starts in September. Applications received after March 15 will be considered only under very exceptional circumstances.

Note: Applicants for the Regular Session are urged to submit their applications by February 1, the date for receipt of Graduate Assistantship applications, since a considerable number of student places will be awarded with the disposition of Graduate Assistantships.

M.ED. CANDIDATES

In the case of *full-time* M.Ed. candidates only, applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading *M.A. and Ph.D. Candidates.* Application forms for admission or re-enrollment in all M.Ed. programs (or for re-enrollment in Ed.D. programs) will be available, after February 15, from the Office of the Coordinator of Graduate Studies at The Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario. Students should complete these forms and return them to the Institute's Office of Graduate Studies in time to arrive by the following deadlines:

March 15 for the 1969 Summer Session and the 1969-70 Regular Session: daytime students (but see "*Note*" at the end of the preceding section);

June 10 for the 1969-70 Regular Session: after-hours students (this date is absolutely final for courses taken in the second half-year, beginning in January, as well as for those taken in the first half-year).

REGISTRATION

Final registration will take place as follows:

FOR THE 1969 SUMMER SESSION:
Wednesday, July 2; in Room 410-11, OISE, from 9:30 a.m. to 12:30 p.m. and from 1:30 p.m. to 4:30 p.m.

FOR THE 1969-70 REGULAR SESSION:
DAYTIME STUDENTS
Friday, September 19; in Room 410-11, OISE, at 10:00 a.m.

FOR THE 1969-70 REGULAR SESSION:
AFTER-HOURS STUDENTS
Saturday, September 20; in Room 410-11, OISE, from 9:30 a.m. to 12:30 p.m. and from 1:30 p.m. to 4:30 p.m.

STUDY IN SUMMER SESSION

February 15 to March 15 has been established as a period of advance enrollment for the Summer Session since enrollment in some classes is limited and since time must be allowed for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the course he has selected. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations, which will be held at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors in the Fall by the deadlines they set. Final grades will be mailed to students by the end of December.

Students may enroll for not more than two half-courses in any one Summer Session.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1969-70 Regular Session it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes are encouraged to enroll for only one of the above. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study, and assignments. In exceptional cases, however, following full discussion with and specific approval by a student's faculty advisor, a fully employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session. However, if he is taking a half-course which is to be completed in one term, he may not take any other course during that term.

June 10 will be the last day for receiving applications for enrollment in these after-hours courses; this applies to courses for both the first and second half-year of the 1969-70 Regular Session.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

STATUS OF STUDENTS ENROLLED UNDER EARLIER REGULATIONS

Programs and courses leading to University of Toronto graduate degrees in Education as described in this bulletin represent substantial changes from programs and courses which have been offered in the Department of Educational Theory in earlier years. What of students who are already proceeding to degrees?

Students enrolled in a degree program in the 1965-66 regular academic session or earlier will be permitted to fulfill requirements for that degree as set forth in the bulletin *Programs Leading to Graduate Degrees in Education 1965-66,* published by the Ontario College of Education.

DEGREE OF BACHELOR OF EDUCATION

This degree is no longer offered.

DEGREE OF MASTER OF EDUCATION

Students who completed the University of Toronto B.Ed. not earlier than 1962, and with A or B standing, were eligible to enroll for an M.Ed. program of six half-courses rather than eight, providing they began such further study not later than the 1967-68 academic year.

DEGREE OF DOCTOR OF EDUCATION

Students enrolled as Ed.D. candidates in the 1965-66 Regular Session or earlier may fulfill requirements for the degree under the regulations existing when they enrolled. No new candidates for this degree are currently being accepted.

THE MILLER ANALOGIES TEST

All full-time students whose mother tongue is English are required to submit Miller Analogies Test scores when applying for admission or financial assistance. Applicants for admission to the part-time program in some fields of specialization may also be required to submit M.A.T. scores.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. An appointment to take the test can be made by writing to the M.A.T. Officer, Department of Measurement and Evaluation, OISE, 94 Cumberland Street, Toronto 5, Ontario, at least four weeks before the date on which the applicant wishes to take the test. A cheque or money order for $5.25 in Canadian funds, payable to the Institute, should be enclosed with the request. Only those planning to apply for admission to the Department of Educational Theory of the University of Toronto School of Graduate Studies will be eligible to write the M.A.T. at these times.

1969		
January 16	Thursday	2:00 p.m.
January 18	Saturday	2:00 p.m.
January 23	Thursday	6:15 p.m.
February 8	Saturday	2:00 p.m.
February 18	Tuesday	2:00 p.m.
March 6	Thursday	2:00 p.m.
April 10	Thursday	2:00 p.m.
May 13	Tuesday	2:00 p.m.
June 12	Thursday	2:00 p.m.
July 8	Tuesday	9:30 a.m.
July 17	Thursday	2:00 p.m.
July 30	Wednesday	5:00 p.m.
September 24	Wednesday	2:00 p.m.
October 18	Saturday	2:00 p.m.
November 20	Thursday	2:00 p.m.
December 3	Wednesday	2:00 p.m.
December 13	Saturday	2:00 p.m.
December 18	Thursday	2:00 p.m.

In Toronto, appointments to write the M.A.T. can also be made by writing or calling Professor Mary Laurence at the Department of Psychology, University of Toronto, Toronto 5, Ontario; telephone 928-8810. The cost of writing the test at the University of Toronto is $5.25 (subject to change).

Applicants living out of reach of the Metropolitan Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017, for the address of the nearest testing center.

THE GRADUATE RECORD EXAMINATIONS

All doctoral candidates whose mother tongue is English are required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. An appointment to take the test can be made by writing to the G.R.E. Officer, Department of Measurement and Evaluation, 94 Cumberland Street, Toronto 5, Ontario, at least four weeks before the date on which the applicant wishes to take the test. A cheque or money order for $7 in Canadian funds, payable to the Institute, should be enclosed with the request. Only those planning to apply for admission to the Department of Educational Theory of the University of Toronto School of Graduate Studies will be eligible to write the G.R.E. at these times.

1969		
January 8	Wednesday	6:15 p.m.
February 15	Saturday	2:00 p.m.
July 24	Thursday	2:00 p.m.
October 23	Thursday	6:15 p.m.
December 6	Saturday	2:00 p.m.

Applicants living out of reach of the Metropolitan Toronto area should contact the testing center of a nearby university, or write to the Educational Testing Service, Princeton, New Jersey, U.S.A., for the address of the nearest testing center.

EXAMINATIONS AND GRADES

All examinations will be held in Toronto. Final examinations will be scheduled in August for the Summer Session and in January or April for the Regular Session, shortly after the conclusion of lectures. Examinations cannot be deferred to a later time. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without attending the classes in that course again and paying fees as if it were an additional course. If a student fails in a course which is considered by his department to be vital to the main content of his program, then he must repeat that course if he is to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Except for medical reasons or other

exceptional circumstances, a student shall be considered to have failed a course if he withdraws from it after November 30, or after February 28 in the case of courses beginning in January.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw.

Grades are assigned in the University of Toronto as follows:

A—75% and over

B—66 to 74% inclusive

C—60 to 65% inclusive (no degree credit)

F—below 60% (outright failure)

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto grading system, but have the following features:

(a) The grading system will have a primary classification consisting of A, B, C, and F. The following meaning is attached to each primary classification:

A—original work, very well organized and expressed, sound critical evaluations, clearly in command of techniques and principles of the discipline, etc.

B—good grasp of the topic, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

C—patchy work, some inaccuracy and confusion, clumsy application of techniques and principles, inadequate indications of knowing the most important features of the topic, of having ability to synthesize, etc.

F—glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topic; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and − to signify a grading within each class from high to low, and will assign letter grades of A+, A, A−, B+, B, B−, C, or F.

(c) The letter grades assigned by the instructor are translated into the following numerical grades for required reporting to the School of Graduate Studies:

A+ — 86

A — 82

A− — 78

B+ — 74

B — 70

B− — 66

C — 62

F — 52

TERM ASSIGNMENTS

If a student does not complete required term work in any course by the date set by the instructor, he will be regarded as having failed that course. In exceptional cases, however, an extension of time may be granted on application to the Coordinator of Graduate Studies.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. All cheques must be certified, in Canadian funds, and made out to the University of Toronto. Fees should be sent to the Chief Accountant's Office, 215 Huron Street, Toronto 5. The fees which are detailed below are subject to change by the Board of Governors of the University of Toronto.

All Application for Admission forms must be accompanied by an application fee of $10 in Canadian funds, payable to the University of Toronto. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FULL-TIME STUDENTS

The basic fee per academic year of full-time study is the same for all students — M.Ed., M.A., Ph.D., Ed.D., and Special Students — and is $487 for men, $467 for women. This fee is comprised of:

Academic fees	$435
Students' Administrative Council	$ 12
Health Service	$ 10
Graduate Students' Union	$ 10
Hart House (men only)	$ 20

Full-time M.Ed. Students

In the case of M.Ed. students, the basic fee is divided into two parts, $342 (men) or $322 (women) for the Regular Session and $150 (including a Student Activity Fee of $5) for the Summer Session.

Full-time M.A., Ph.D., and Ed.D. Students

In the case of M.A. and Ph.D. students, if the degree program includes a Summer Session following the Regular Session, the basic fee is $487 (men) or $467 (women) for the Regular Session and $60 plus applicable incidental fees for the Summer Session. If the degree program includes a Summer Session preceding the Regular Session, the basic fee is divided into two parts, $115 (including a Student Activity Fee of $5) for the Summer Session and $377 (men) or $357 (women) for the Regular Session. However, if a preceding Summer Session is taken not as a part of the degree program proper but as additional work or to satisfy admission conditions, then the regular Summer Session fees will be assessed in addition to the basic fee of $487 (men) or $467 (women).

Dual Registration Fee for M.A. and Ph.D. Candidates

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A., and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of $60 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

Reregistration Fee for M.A. and Ph.D. Candidates

M.A. and Ph.D. candidates who have completed all course work but who have not satisfied the thesis requirement must reregister each year. The reregistration fee is $60 plus any applicable incidental fees.

PART-TIME STUDENTS

Part-time Students: Daytime

One graduate course (including required incidental fees of $20)	$130
Each additional course	$110
One half-course (including required incidental fees of $10)	$ 65

Part-time Students: After-hours

One graduate course, where admitted (including required incidental fees of $20)	$160
One half-course (including required incidental fees of $10)	$ 80

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of $5)	$ 80
Two half-courses (including Student Activity Fee of $5)	$150

LATE PAYMENT FEE

A late payment fee of $10 will be assessed against any student registered in the Regular Session whose fees are not received at the Chief Accountant's Office by September 26, plus $1 per day of delay beyond that to a maximum of $20. If fees remain unpaid as of October 15, the student will be considered to have withdrawn.

Any Summer Session M.Ed. student whose fees remain unpaid by July 9 will be considered to have withdrawn.

STAFF EXEMPTION

Students holding staff appointments (including Graduate Assistantships) may receive, on application at the time of paying fees, an exemption from fees payable during the Regular Session as follows:

	Amount of Remuneration during Session	*Amount of Exemption*
Full-time students paying academic fees of $435	$250 to $ 500	$50
	501 to 1,000	80
	over $1,000	125
Part-time students	$250 or more	$10 per subject charged
Ph.D. candidates required to reregister after completion of residence requirements	$250 or more	$25

GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, AND AWARDS

OISE GRADUATE ASSISTANTSHIPS— $3,000, $4,500, $6,000

It is hoped that something of the order of 200 Graduate Assistantships will be awarded for the 1969-70 Regular Session in amounts of $3,000 and $4,500, with a limited number carrying a stipend of $6,000. These assistantships are available to selected full-time students and are tenable mainly in one or another of the departments of the Institute in which the student's primary study interests lie.

For further information and application forms, write the Office of the Coordinator of Graduate Studies, OISE, 102 Bloor Street West, Toronto 5, Ontario, addressing your request, according to your proposed field of specialization, to the appropriate advisor indicated under Section 1 on page 3. Completed applications should be submitted before February 1, 1969.

CANADA COUNCIL AWARDS

Canada Council awards in the arts, humanities, and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to $3,500 for students in the early stages of a doctoral program and up to $4,500 for students who have completed the first two years of such a program. A travel allowance may be made where necessary.

Application forms are available from the Awards Service, The Canada Council, 140 Wellington Street, Ottawa 4, Ontario. The closing date is generally December 15 for awards covering the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS — $6,000

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $6,000 each for advanced graduate study in education. The first is to be held at the University of Toronto by a student working at the doctoral level. The second may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto 5. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIP — $3,000

The Ontario English Catholic Teachers' Association offers a scholarship for graduate study in the amount of $3,000. This award is available to statutory or voluntary members of the Association.

Further details and application forms are available from the Executive Secretary, Ontario English Catholic Teachers' Association, 1260 Bay Street, Toronto 5. Applications must be submitted by January 15.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS — $5,000

The Win Davies Memorial scholarships, two scholarships in the amount of $5,000 each, are offered for graduate study in education.

Application forms are available from the Secretary-Treasurer, Ontario Public School Men Teachers' Federation, 1260 Bay Street, Toronto 5. Applications must be submitted by January 31.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION AWARDS

These awards, in amounts up to $3,500, include the O.S.S.T.F. Scholarship for Educational Research, the S. Hunter Henry Award, and the Ansley Memorial Award. The last two are granted only to O.S.S.T.F. members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay Street, Toronto 5. Applications must be submitted by March 31.

THE WILLIAM PAKENHAM FELLOWSHIP— $2,000

This award is open to experienced teachers resident in Ontario. Letters of application should be addressed to the Registrar, The College of Education, University of Toronto, 371 Bloor Street West, Toronto 5.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

A number of awards in amounts up to $4,000 are open to qualified graduate students proceeding to degrees in any graduate department of the University.

Application forms can be secured from the Secretary of the School of Graduate Studies, 65 St. George Street, Toronto 5. Completed application forms must be filed not later than February 1.

UNIVERSITY OF TORONTO POSTDOCTORAL FELLOWSHIPS

A number of postdoctoral fellowships are awarded annually by the University of Toronto to candidates wishing to conduct research in any area of the humanities, or the social, physical, or biological sciences.

Application forms can be secured from the Secretary of the School of Graduate Studies, 65 St. George Street, Toronto 5. Completed application forms must be filed not later than February 1.

LIBRARY

The Institute Library serves the needs of students with a large collection specializing in education and strong support collections in the social sciences. There are extensive reference resources, including some 1300 different periodical titles. Audio-visual resources are being established and centralized. Typewriters, calculators, photocopy equipment, and microform reader-printers are available in sufficient supply for the users' convenience.

The staff is trained to provide orientation to the services and to consult with students in regard to their information needs for particular projects.

The total resources of the University of Toronto library are, of course, also available to graduate students in Educational Theory.

EDUCATIONAL CLINIC

The Educational Clinic provides a controlled laboratory setting for studies of children. There are facilities for observing and recording the behavior of children, individually, in groups, alone, or in interaction with adults. These facilities include observation booths, audio and video recording equipment, an eye-movement camera, and a polygraph. The clinic is used for research (for example, the study of the reaction of children with specific learning disabilities to individually prescribed instruction), for development (for example, the preparation of remedial instructional techniques in reading for use in schools), and for teaching purposes (for example, the training of counselors). The Educational Clinic also maintains a mobile unit provided with comprehensive observational and recording equipment.

COMPUTER FACILITIES

Staff and students of OISE have access to the following computers: IBM/360, model 40; IBM/360, model 65; IBM-7094 II; UNIVAC 1108; GE 235, via teletype terminals.

A collection of statistical programs is available for data analysis using these computers, and programmers are available for consultation on computer usage and will write special programs for a computer user in some cases. In addition, the Department of Computer Applications has a PDP-9 computer used for computer-based experimentation.

EDITORIAL DIVISION

The Editorial Division is responsible for the editing, production, and distribution of publications accepted by the Editorial Board of the Institute. It also provides special editorial assistance to the staff and students of OISE, and students are invited to call on the Editorial Division for information on OISE style, spelling, and format; for assistance in the presentation of bibliographical references; and for general guidance on matters of style in the preparation of doctoral dissertations.

UNIVERSITY PLACEMENT SERVICE

The Placement Service at 581 Spadina Avenue is a center for individual career and vocational counseling. It will assist the student in securing summer or temporary employment, arrange for interviews with possible employers, and provide information about employment openings further afield. All students should feel free to use the confidential procedures of the department and to discuss their employment problems. A new activity of the Placement Service is the Graduate Students' Appointments Registry. The Registry accumulates graduate student files which contain copies of essential documents; these are made available to universities at the request of applicants seeking appointment to such institutions. Students wishing to use the Placement Service are urged to make arrangements quite early in the academic year.

LIVING ACCOMMODATION

REGULAR SESSION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are still open to a limited number of graduate students during the Regular Session. The fees for room and board are approximately $800. Most of the men's and women's residences have donships for which graduate students may apply. The following are the residences which offer limited accommodation to graduate students:

(a) Men

Residence	*Address*	*Apply to:*
Devonshire House	3 Devonshire Place	Dean of Men
Knox College	59 St. George Street	Principal
Trinity College	Hoskin Avenue	Dean of Men
Victoria College	73 Queen's Park Cr. East	Senior Tutor
Wycliffe College	Hoskin Avenue	Dean of Residence
St. George Graduate Residence	321 Bloor Street West	Dean of Men

(b) Women

Residence	*Address*	*Apply to:*
St. Hilda's College	2 Devonshire Place	Dean of Women
University College	85 St. George Street	Dean of Women
Victoria College	73 Queen's Park Cr. East	Dean of Women
St. George Graduate Residence	321 Bloor Street West	Dean of Women

(c) Married Students' Accommodation; Co-operative Residences

Residence	*Address*	*Apply to:*
Charles-Yonge Married Student Apartments	Charles & Yonge	University Housing Service, 49 St. George Street
Campus Co-operative Residence, Inc.	395 Huron Street	395 Huron Street
Rochdale College	395 Huron Street	395 Huron Street

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service office, University of Toronto. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on accommodation listed as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

SUMMER SESSION

Many more residence spaces are available to graduate students during the summer months. Rents vary from $14 to $20 weekly for room only. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are still served through the Summer Session at Hart House and at New College; all students are entitled to be admitted at nominal rates. With the exception of Knox College and Wycliffe College, students may apply for summer accommodation to any of the residences listed above, under the Regular Session, as well as to the following:

(a) Men

Residence	*Address*	*Apply to:*
New College	21 Classic Avenue	Dean of Men
Sir Daniel Wilson Residence	73 St. George Street	Dean of Men

(b) Women

Residence	*Address*	*Apply to:*
Whitney Hall	85 St. George Street	Dean of Women

Note: All university residences listed above are in the Toronto 5 postal zone.

HEALTH SERVICE

The University of Toronto Health Service, located at 256 Huron Street, provides extensive medical care to all students through both clinical and infirmary services. Psychiatric advice is also available to students through the University Mental Health Service at 2 Bancroft Avenue.

Any graduate student not domiciled in Canada must submit a certificate of freedom from disease; included must be certification of freedom from tuberculosis as demonstrated by an X-ray film of his chest. He must also complete his medical examination by the Health Service within one month of registration.

OVERSEAS STUDENTS

In a typical year graduate students in education will be registered from most if not all of Canada's ten provinces, and from twenty-five or thirty countries overseas. A special effort is made to welcome students from overseas, and to meet their special needs. On the one hand it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to appropriate overseas students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, overseas students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation. Each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For overseas students especially, this can provide a most useful supplement to their formal studies.

Dr. D. H. Brundage and Mrs. D. L. McCaw in the Office of the Coordinator of Graduate Studies, OISE, serve as special advisors to overseas students. They would be very happy to provide information regarding customs regulations, accommodation, the cost of living, financial aid, and any other questions that may arise.

There is also an active International Student Centre on the University of Toronto campus, at 33 St. George Street. Inquiries should be addressed to Mrs. R. G. Riddell, Director.

GRADUATE STUDENTS' ASSOCIATION

All OISE students are members of the Graduate Students' Association, which exists to promote the best interests of students and to present a student voice in the councils of the Institute. Students wishing to take advantage of the learning experience that active participation in G.S.A. affairs provides are invited to call in at the Association's office in the Institute.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Doctor of Education, Master of Arts, Master of Philosophy, and Doctor of Philosophy. Members of the academic staff of the Institute, together with professors from various departments of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are given below, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should be remarked that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary.

For detailed instructions regarding application and registration procedures, see pages 3 to 6.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an X following the course number, e.g., 1701X. A full course is indicated if the course number is not followed by an X. The first two digits designate the department; for example the 17 in 1701X and the 37 in 3706X refer to the Department of Educational Planning.

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(*a*) A Bachelor of Arts degree from the University of Toronto, either Honours or General, or an equivalent degree, completed with second class standing or better in the final year and acceptable to the Department of Educational Theory. Depending on the make-up of the degree, and the student's intended field of specialization at the master's level, some prerequisite study may be required.
(*b*) A year of professional education for teaching, or the equivalent.
(*c*) At least one year of successful professional experience in education.
(*d*) A promising score on the Miller Analogies Test, filed at the time of application. See page 7 for particulars.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs as described in the various departmental sections which follow.* Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the eight half-courses.

Each applicant must declare his intended field of specialization at the time of application. At that time he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. A full-time student could complete the requirements for the M.Ed. in one academic year and one summer; fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session, and one half-course (or, in exceptional cases, two half-courses) in each Regular Session.

Ordinarily no courses which were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

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* Students enrolled in University of Toronto B.Ed. or M.Ed. programs prior to the 1966 Summer Session are referred to the statement on page 6.

Applicants who have credit for graduate courses in education at another university beyond what is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly it is possible in the individual case, with the prior approval of the student's faculty advisor and the Coordinator of Graduate Studies, to plan an M.Ed. program in such a way that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the doctoral level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program as outlined under *Program of Study* below are:

(*a*) An Honours Bachelor of Arts degree from the University of

Toronto, or an equivalent degree, with second class standing or better in the final year. Depending on the make-up of the degree, and the student's intended field of specialization at the master's level, some prerequisite study may be required.

(b) A year of professional education for teaching, or the equivalent.

(c) At least one year of successful professional experience in education.

(d) A promising score on the Miller Analogies Test, filed at the time of application. See page 7.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto General degree or equivalent rather than an Honours degree, may be admitted to an M.A. program extended to include a partial prerequisite year. Ordinarily this additional study will consist of the equivalent of two-thirds of a year of course work, prescribed in the light of the student's background in relation to his field of specialization. Such courses may be undergraduate or graduate. They may be undertaken as a part-time student.

In some fields of specialization an applicant with an Honours degree or equivalent, with first or second class standing in the final year, may be admitted without professional education for teaching or professional experience in education, providing the degree was in a field directly relevant to the intended field of specialization. In such cases some additional course work in Educational Theory may be prescribed.

PROGRAM OF STUDY

Each applicant must declare his intended field of specialization at the time of application. At that time he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(a) One academic year of full-time resident study. Prerequisite work, where required, may be taken part-time. In the case of the extended course program for applicants holding a General degree or equivalent, the program may be spread over two Summer Sessions and the intervening academic year if all prerequisite work has not been completed before the academic year of full-time study.

(b) Six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the six half-courses.

(c) A thesis.

All requirements for the M.A. degree must be completed satisfactorily within five years from first enrollment at the graduate level. Authorized time spent satisfying prerequisite requirements will not be counted as part of the five-year period. This regulation became effective with candidates enrolling for the first time in the 1967-68 session.

Applicants who have credit for graduate courses at another university beyond what is required for admission as an M.A. candidate, provided those courses were not credited toward another degree, may be granted advanced standing for up to two half-courses in their M.A. program. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

MASTER OF PHILOSOPHY

Individual candidates may be accepted under regulations set forth in the Calendar of the School of Graduate Studies.

DOCTOR OF PHILOSOPHY

This degree, the highest earned degree of the University of Toronto, is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization see the descriptions in the various departmental sections of this bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Educational Theory or equivalent, with high standing. Ordinarily the M.A. will have been in the field of education in which the student proposes to pursue a Ph.D. program.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M. A. degree, this condition must be satisfied by mid-October. Under very exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate will be permitted to complete a University of Toronto M.A. later than mid-October but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, page 11). Under no circumstances will a candidate be permitted to hold dual registration after January 15.

(b) Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations. These must be filed at the time of application. See pages 7 and 8 for particulars.

(c) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(d) The holder of the University of Toronto M.Ed. with high standing may be admitted to Ph.D. candidacy following a period of pre-doctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such pre-doctoral study will vary according to the background and experience of the individual student, but will be such that it, plus the M.Ed. already completed, will be equivalent in depth and breadth to what the student would have completed had he undertaken an M.A. program in the same field. Normally, this pre-doctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. It is possible for such pre-doctoral study to be completed through summer and other part-time study.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of application. At that time he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(a) Two academic years of full-time resident study beyond the University of Toronto M.A. or equivalent.

(b) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(c) Two minor subjects (normally two half-courses each, or equivalent), at least one of which must be taken in another graduate department of the University. Under certain conditions, a maximum of one minor subject may be credited to the Ph.D. on the basis of M.A. or other graduate studies completed.

(*d*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must declare the field of research for his thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise topic must be submitted by October 31 of the final year of required residence. If this has not been done by the required date, that academic year cannot be counted for residence credit.

(*e*) A final University of Toronto Senate oral examination on the content and implications of the thesis, to determine both the adequacy of the thesis and of its defense by the candidate.

(*f*) An adequate knowledge of one other modern language in addition to English; ordinarily this will be French.

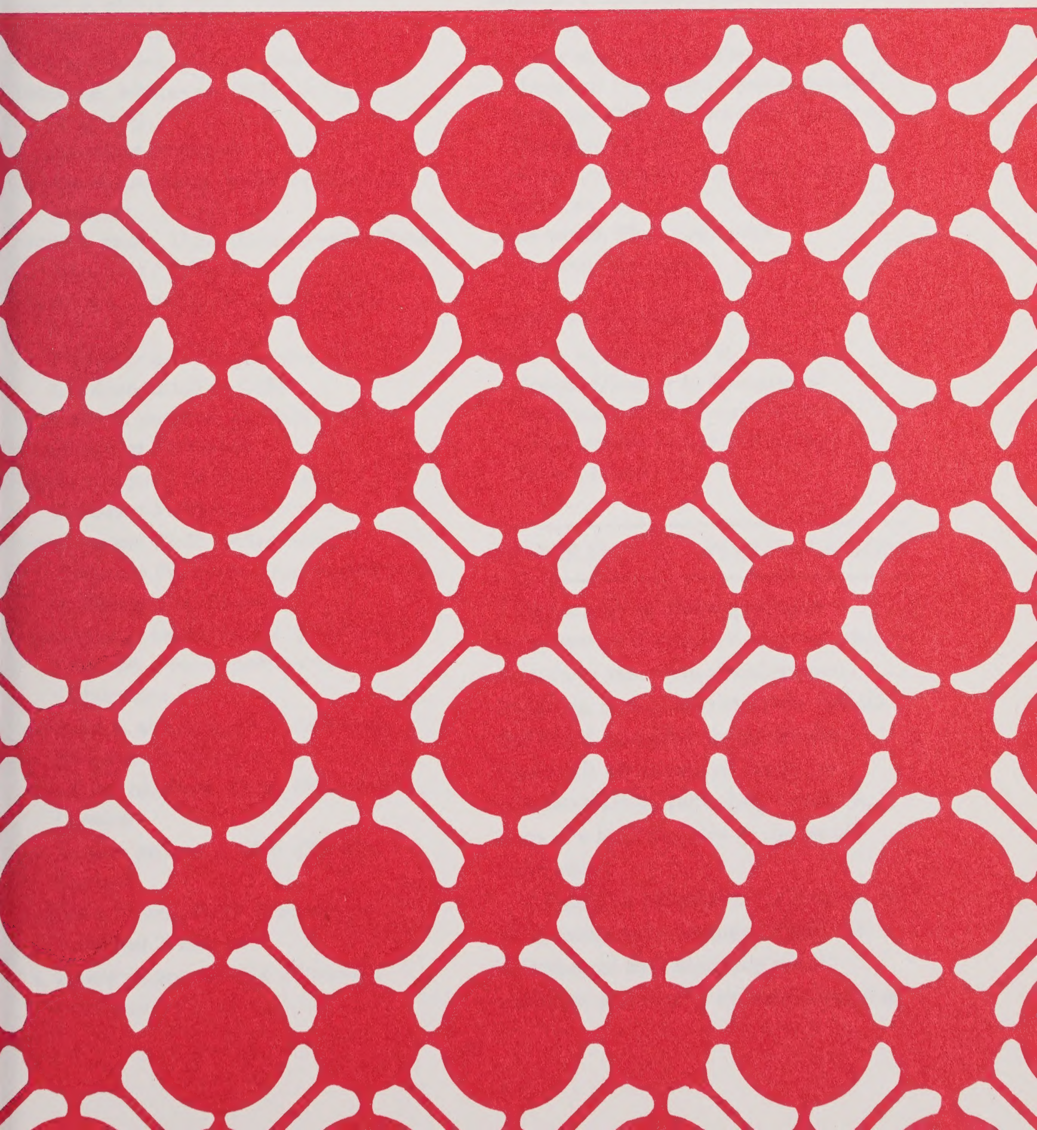
(*g*) All requirements for the Ph.D. must be completed within six years from first enrollment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

DOCTOR OF EDUCATION

Regulations for the degree of Doctor of Education appear on pages 28-9 of the Calendar of the School of Graduate Studies for 1968-69.

No new candidates for this degree are currently being accepted. Persons wishing to pursue doctoral study in the field of education should apply for admission to Ph.D. candidacy in the Department of Educational Theory.

Educational Administration



Department of Educational Administration

T. BARR GREENFIELD, *Ph.D. (Alberta)*
Associate Professor and Chairman of the Department

JOHN H. M. ANDREWS, *Ph.D. (Chicago)*
Professor and Assistant Director, OISE

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor and Chairman of the Department of Curriculum

BRUCE H. BUCHANAN, *M.D., D.Psych. (Toronto)*
Assistant Professor

DAVID M. CAMERON, *M.Phil. (Toronto)*
Lecturer

JOHN C. CROFT, *D.Ed. (Pennsylvania State)*
Associate Professor

GEORGE E. FLOWER, *Ed.D. (Harvard), F.C.C.T.*
Professor and Coordinator of Graduate Studies, OISE

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Assistant Professor

JOHN H. HOUSE, *Ph.D. (Alberta)*
Assistant Professor

TEH-WEI HU, *Ph.D. (Wisconsin)*
Assistant Professor, cross-appointed to Educational Planning

MALCOLM A. LEVIN, *M.A.T. (Harvard)*
Lecturer, cross-appointed to Curriculum

DONALD S. MUSELLA, *Ph.D. (Albany)*
Assistant Professor

LIONEL G. ORLIKOW, *M.Ed. (Harvard)*
Lecturer

K. GEORGE PEDERSEN, *M.A. (Seattle)*
Lecturer

KEITH F. PUNCH, *Ph.D. (Toronto)*
Assistant Professor

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Assistant Professor

W. GLYN ROBERTS, *Ph.D. (Alberta)*
Assistant Professor, cross-appointed from the Office of the Coordinator of Development

DORIS M. RYAN, *Ed.M. (Buffalo)*
Lecturer

J. GLENN SCOTT, *Ed.D. (Toronto)*
Assistant Professor, cross-appointed from the Office of the Coordinator of Graduate Studies

SONDRA J. THORSON, *M.S. (Wisconsin)*
Lecturer

JOHN WIENS, *Ph.D. (Alberta)*
Assistant Professor

ASSOCIATED INSTRUCTOR:

DONALD M. GRAHAM, *B.A. (Toronto)*
Project Director in Educational Administration, former Director of Education, Forest Hill Village School Board

PROGRAMS OF SPECIALIZATION

The purpose of these graduate programs is to prepare persons for careers in research, development, teaching, and administration. While the M.Ed. program contains the essentials of advanced study in administration, including research, it does not lead directly to doctoral level study.

All degree programs are conceived of as training programs in administration, in that students must confront the reality of administrative behavior and deal with it conceptually and practically. For example, case studies, field studies, vicarious and simulated materials are extensively used to provide data for experience and analysis.

Since resources for offering quality programs of instruction are limited, the Department of Educational Administration may not be able to accept all applicants who meet the minimum standards of the School of Graduate Studies. In admitting students to the graduate program, the most highly qualified applicants will be selected to fill the available places.

Full-time study is a requirement of all degree programs, with the exception of the M.Ed. program which may be undertaken on a part-time basis. Candidates seeking the M.Ed. degree are encouraged to undertake full-time study. In making admission decisions, the Department will give priority to students selecting resident study.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

A. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- Teacher education and experience
- A promising score on the Miller Analogies Test
- Letters of recommendation from (i) an educational administrator for whom the applicant works and (ii) another professional colleague

B. PROGRAM OF STUDY (*full-time students)*

The program consists of eight half-courses as follows:

1011X	Theories in Administration
1014	Supervisory Relationships
1016	Program Organization
1660X	Introduction to Empirical Research in Education

Two elective half-courses.

Elective half-courses are to be chosen with the individual's background and special interests in mind, and should be related either to the process of administration or to the purposes and programs of educational institutions. On the approval of the faculty advisor, the student may choose electives from among the other master's level courses offered by the Department of Educational Administration. Courses offered in other areas within the Institute or within the University may also be selected.

C. PROGRAM OF STUDY (*part-time students)*

Part-time students may begin study only in a Summer Session.

The sequence of courses in the part-time M.Ed. program is to be as follows:

1011X and **1660X** First Summer Session

Thereafter, students should attempt to sequence courses as follows:

1014	Supervisory Relationships
1016	Program Organization

Two elective half-courses.

Elective half-courses in the part-time program are to be chosen on the same basis as indicated in (B) above. Elective half-courses should be indicated at the time of application. The Department will ordinarily offer a number of its elective half-courses in the after-hours program. In some sessions, 1014 or 1016 may also be available after hours.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

A. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- A promising score on the Miller Analogies Test
- Two letters of recommendation as required for students applying for Graduate Assistantships

B. PROGRAM OF STUDY

In addition to a master's thesis, the program consists of:

1010X	Seminar in Educational Administration (non-credit)
1011X	Theories in Administration
1013X	Supervisory Relationships
1015X	Program Organization
1666X	Basic Concepts of Statistics

Two elective half-courses, which should be related to the master's thesis or to the intended area of specialization to be pursued at the doctoral level.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

A. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations
- Two letters of recommendation as required for students applying for Graduate Assistantships

B. PROGRAM OF STUDY

(a) A major in Educational Administration:

3011X	Organization Theory in Education

Three elective half-courses to be chosen from the following:

3012X	The Social Context of Educational Institutions
3013X	Dynamics of Organizational Behavior
3014	Dynamics of Organizational Behavior
3015X	Developmental Projects Seminar
3016	Developmental Projects Seminar
3017X	Economic Problems in Educational Administration
3018X	The Politics of Education
3019X	Emerging Problems in Educational Administration

3052X Individual Reading and Research in Administration: Doctoral Level

Other courses in Educational Administration or other approved areas.

(b) A first minor in Research Methods:

3010X Symposium in Research (non-credit)

3050X Research Seminar in Educational Administration

3666X Intermediate Statistics and Research Design or another approved course in statistics

(c) A second minor consisting of a full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interest.

COURSES

A course is identified with this Department when the first two digits in the course number are 10 or 30.

1010X SEMINAR IN EDUCATIONAL ADMINISTRATION

A non-credit seminar for examining research problems in educational administration.
(K. F. Punch, Regular Session)

1011X THEORIES IN ADMINISTRATION

The organizational and institutional setting of administration. The development of administrative thought is studied from the classical positions and the behavioral sciences approach. Major emphasis is placed upon modern organization theory, including such concepts as system, formal and informal organization, bureaucratic structure, power, communication, and social control.
(E. S. Hickcox, G. E. Flower, S. J. Thorson, Regular Session and Summer Session)

1013X SUPERVISORY RELATIONSHIPS

Current behavioral theory and research with application to problems of staffing, supervision, and in-service education. Included are such topics as leadership, morale, organizational climate, planned change, group decision-making, and the selection and evaluation of personnel.
(K. F. Punch, Regular Session)

1014 SUPERVISORY RELATIONSHIPS

A full course dealing with the topics described in 1013X but dealing more extensively with the applications of theory. A practicum supplements the lectures.
(T. B. Greenfield, J. H. House and associates, Regular Session and Summer Session)

1015X PROGRAM ORGANIZATION

A study of the various aspects of developing and implementing educational programs for schools and school systems. In addition to examining current practices in elementary and secondary education, such topics as

the following will be included: selecting educational goals, theory in the educative process, pupil organization for instructional purposes, resource utilization, implementing change, technology in the educational enterprise, and product evaluation.
(M. P. Robbins, Regular Session)

1016 PROGRAM ORGANIZATION (listed also as Course 1300 in the Department of Curriculum)

A full course dealing with topics described in 1015X, but dealing more extensively with program areas.
(J. Wiens, M. A. Levin, Regular Session and Summer Session)

1017X EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in the area of school budgeting and salary scheduling.
(E. B. Rideout, Regular Session)

1018X THE POLITICAL ORGANIZATION OF EDUCATION

Public education as a function of the political process. Basic concepts such as power, influence, and public opinion applied to educational systems. Topics of study include the political nature of school boards and districts; the role of the school in political socialization; the decision-making process at the local, provincial, and federal levels with reference to the political control of education.
(D. M. Cameron, Regular Session)

1022X THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to his public with special reference to varying expectations for the principal's role. Links between the educational institution and other institutions in society. Extensive consideration will be given to the sociology of the teaching career and its implications for administrative practice.
(S. J. Thorson, Regular Session)

1023X INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The dynamics of behavior in organizations are considered in relation to problems of supervising personnel. Topics include morale, motivation, perception, leadership, productivity, and change. Research bearing on these and other related topics will be examined with a view to developing implications for practice. The course will involve laboratory periods in addition to regular lecture sessions.
Prerequisite: 1013X or 1014
(A. F. Brown, Regular Session)

1024X CLINIC IN ADMINISTRATIVE RELATIONSHIPS

The development of administrative competency in interpersonal and group relationships through the laboratory method, vicarious and simulated experiences, and clinical procedures. Enrollment is limited to ten students.

Prerequisite: 1013X or 1014
(J. C. Croft, Regular Session)

1027X THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

Schools are examined as productive and competitive organizations in society. Topics include the measurement of educational output, budgeting, cost quality analysis, and questions of size and efficiency in the educational enterprise.
(E. B. Rideout, Regular Session)

1028X NON-GOVERNMENTAL CONTROLS OF EDUCATION

An examination of certain movements seeking a share in the control of policy formulation in education. Teachers' organizations, parents' groups, and non-publicly supported schools will be analyzed in their relations with various governmental agencies.
(Staff, Regular Session)

1029X SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

The unique problems presented to the administrator placed in special structures or environments are examined with a view to developing appropriate applications of the administrative process. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or a combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, and computer-assisted administration.

Prerequisite: 1011X
(Staff, Summer Session)

1052X INDIVIDUAL READING AND RESEARCH IN ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3010X SYMPOSIUM IN RESEARCH

An advanced non-credit symposium designed to offer students an opportunity to examine research undertakings related to doctoral studies.
(D. M. Ryan, Regular Session)

3011X ORGANIZATION THEORY IN EDUCATION

Although the content of this seminar is drawn from psychology, political science, and sociology, the emphasis tends to be sociological, focusing on the study of human behavior within the context of complex organizations. The major purpose of the seminar is to use concepts from organization

theory and empirical evidence as bases for approaching and diagnosing administrative problems in educational organizations.
(J. H. M. Andrews, Regular Session)

3012X THE SOCIAL CONTEXT OF EDUCATIONAL INSTITUTIONS

Relevant concepts of sociology applied to the context of educational systems. Behavioral, ecological, and cultural perspectives as frameworks of analysis. Topics include social stratification, mobility, social selection processes, conflict theory, and the sociology of the teaching career.
(Staff, Regular Session)

3013X DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar in adult human behavior as it is manifest in organizations. Included are such topics as theories of interpersonal relations in organization; research in perception and organizational dynamics; influence, control, leadership; studies of clinical and developmental models of effecting change; evidence of reactions to organizational stimuli; considerations of the professional individual in complex organizations; conditions unique to education. Enrollment is limited to ten students.
(J. C. Croft, Regular Session)

3014 DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A full course providing an opportunity for students to study adult human behavior in the organizational context as described in 3013X.
(J. C. Croft, Regular Session, by special arrangement with the Department)

3015X DEVELOPMENTAL PROJECTS SEMINAR

A seminar concerned with developmental projects growing out of departmental and student research. Relevant theory and research from various fields will be used to design possible solutions to practical administrative problems.
(K. G. Pedersen, Regular Session)

3016 DEVELOPMENTAL PROJECTS SEMINAR

A full course providing an opportunity for students to study developmental projects, as outlined in 3015X, more extensively.
(Staff, Regular Session, by special arrangement with the Department)

3017X ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input-output relationships, theories of grants-in-aid, cost-quality relationship, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing capital outlay, federal-provincial-local sharing of

education costs, financing long-term developments in education.
(T. W. Hu, Regular Session)

3018X THE POLITICS OF EDUCATION

An advanced, research-oriented seminar on the politics of education at the local, provincial, and federal levels. Areas of study will include those introduced in 1018X but will be treated in greater depth. Specific topics will reflect the interests and needs of the individual participants.

Prerequisite: 1018X or equivalent background in political science.
(L. G. Orlikow, Regular Session)

3019X EMERGING PROBLEMS IN EDUCATIONAL ADMINISTRATION

A seminar in new and emerging problems confronting administrators in various educational institutions. Examination of research relevant to the administrative process and current problems. Depending upon resources of staff and needs of students electing this course, it will examine emerging administrative problems in any one of, or a combination of, the following: colleges and institutions of higher education, culturally or economically disadvantaged areas, the large urban complex, programs of special education, and computer systems in administration.
(Staff, Regular Session)

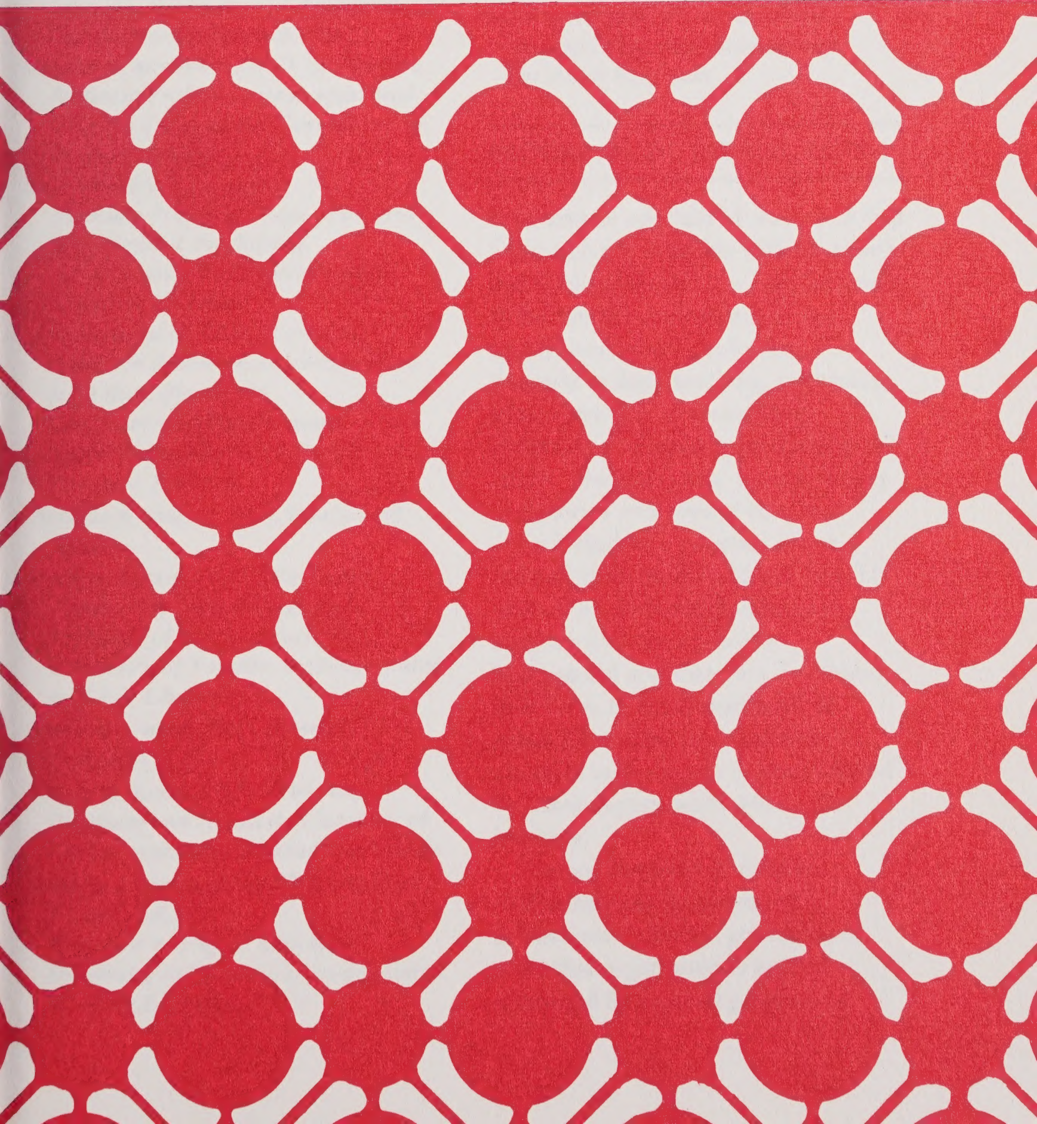
3050X RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

Methodology in administrative research. Problems in the creation and measurement of organizational concepts and variables. Research design for organizational analysis. Critical examination of relevant research including that proposed by the Department and its students forms a major part of the seminar.
(M. P. Robbins, Regular Session)

3052X INDIVIDUAL READING AND RESEARCH IN ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052X, but at the doctoral level.

Adult Education



Department of Adult Education

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Sir George Williams)*
Professor and Chairman of the Department

DAVID S. ABBEY, *Ph.D. (Toronto)*
Associate Professor and Assistant Coordinator of Research, OISE

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Assistant Professor, cross-appointed from the Office of the Coordinator of Graduate Studies

HY I. DAY, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from Applied Psychology

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from the Office of the Coordinator of Development

M. JOSEPHINE FLAHERTY, *Ph.D. (Toronto)*
Assistant Professor

VIRGINIA R. GRIFFIN, *M.A. (Maryland)*
Lecturer

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Principal of Innis College and Professor of Higher Education, University of Toronto, cross-appointed to Adult Education

NORMAN H. HIGH, *Ph.D. (Cornell)*
Professor

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor and Associate Chairman of the Department of Applied Psychology

EDWARD F. SHEFFIELD, *Ed. D. (New York), F.C.I.S., F.R.C.G.S.*
Professor of Higher Education, University of Toronto, cross-appointed to Adult Education

ERNEST STABLER, *Ed.D. (Harvard)*
Professor

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor

ASSOCIATED INSTRUCTOR:

ALAN M. THOMAS, *Ph.D. (Columbia)*
Director, Canadian Association for Adult Education

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, counseling, administration, or research in programs of education or training for adults. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out with his advisor on an individual basis in keeping with the student's background and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute.

Persons involved in training and manpower development in business, industry, government, and other organizations may be interested in a special program in manpower development, leading to a Master of Education degree. A second special program designed for administrative and teaching personnel of the Colleges of Applied Arts and Technology is also being planned. Printed descriptions of these M.Ed. programs, and further information, may be obtained from the Department of Adult Education.

Arrangements have also been made for a special certificate program. Inquiries should be directed to Dr. James A. Draper.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The normal M.Ed. program consists of eight half-courses. However, students who have not completed a year of professional education for teaching, or the equivalent, will be required to take two additional half-courses.

The student's courses usually include the following, although these normal requirements may be modified to suit a student's particular interests and needs:

1100X Outline of Adult Education.
At least three other half-courses in Adult Education.
Additional electives to be selected with the approval of the student's faculty advisor.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for well-prepared counselors in the Colleges of Applied Arts and Technology in Ontario and in similar institutions. This program, offered jointly by the departments of Adult Education and Applied Psychology, consists of ten half-courses. Of these, a minimum of three half-courses must be in Adult Education and a minimum of five in Applied Psychology. The five required courses in the Department of Applied Psychology are 1260X, 1266X, 1611X, 1202X, and 1203X.

Students who do not have the necessary background in psychology will be required to include in their program 1200X, Educational Psychology, and 1107, Psychological Development during Adulthood.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

In addition to the master's thesis, the student's program of six half-courses usually includes the following, although these normal requirements may be modified to suit a student's particular interests and needs:

1102X Research Seminar in Adult Education: Master's Level

At least two other half-courses in Adult Education.
One appropriate half-course in statistics and research design.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 25 to 27.

The major in Adult Education normally consists of 3102X—Research Seminar in Adult Education—and three other half-courses in Adult Education, one of which may be a 3152X course in the field of the dissertation. One of the two minors required is frequently made up of half-courses in statistics and research design which are needed to support the proposed research project. This normal program may be modified, however, to suit a student's particular interests and needs.

COURSES

A course is identified with this Department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100X OUTLINE OF ADULT EDUCATION

A review of the entire field of adult education in Canada, including historical and contemporary programs, practices, and agencies. Current philosophical and social issues in the practice of adult education.
(J. R. Kidd, Regular Session and Summer Session)

1101X PROGRAM PLANNING AND APPRAISAL IN ADULT EDUCATION

Basic concepts, principles, processes, and issues in program planning and curriculum development in the wide variety of adult education settings. Emphasis on skills of critical analysis, creation, and implementation of alternative models of planning strategies, objectives, and program appraisals.
(V. R. Griffin, N. H. High, Regular Session and Summer Session)

1102X RESEARCH SEMINAR IN ADULT EDUCATION: MASTER'S LEVEL

Restricted to students planning a thesis in Adult Education. An examination of research problems in this area. Discussion of selected research projects, including those on which students are presently working.
(M. J. Flaherty, Regular Session)

1104X COMPARATIVE STUDIES IN ADULT EDUCATION

An exploration of adult learning in several societies with attention to the historic, demographic, political, and economic factors that influence the educational system of a society in general and of adult education in

particular. When appropriate, comparisons of specific problems, themes, or programs will be made.
(E. Stabler, Regular Session and Summer Session)

1105X COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to community development, literacy, basic education, innovation, and social change, together with their historical development. Theory and concepts in Canada and abroad; the problems of under-educated adults; methods, evaluation, and training in community development; the role of various agencies, governmental and non-governmental, in development.
(J. A. Draper, Regular Session and Summer Session)

1106X SMALL GROUP THEORY AND ADULT EDUCATION

Theory and research about small groups. Applications of group theory to the training and education of adults.

Prerequisite: Permission of the instructor.
(Staff, Summer Session)

1107 PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The factors involved in the physical and mental development of adults and the problems encountered at various stages of adulthood. Motivations, interests, developmental tasks, career patterns, and family problems of adults; biological, social, and emotional changes during adulthood; adult intelligence and ability; implications for the educator and counselor of adults.

Prerequisite: Permission of the instructor.
(M. J. Flaherty, Regular Session)

1108X INDIVIDUAL ADULT LEARNING

Current thinking about and research into self-directed adult learning outside of classes and courses. Implications for the future in various fields of knowledge and practice. A discussion of needed research. Because of its emphasis on research, this seminar is open only to students currently engaged in writing a thesis (in any field).
(A. M. Tough, Regular Session)

1110X TEACHING IN ADULT EDUCATION

An exploration of theory and research concerning teaching models, methods, and techniques for teaching adults, technological innovations for aiding learning, and methods for evaluating teaching-learning efforts. Supervised laboratory or field experience will be arranged to meet the needs of each student.
(Staff, Regular Session)

1123X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Language and perception, linguistics and language learning, semantics, non-verbal communication, mass media, measuring effectiveness of communications.

Prerequisite: Permission of the instructor.
(D. S. Abbey, Regular Session)

1152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic.

3102X RESEARCH SEMINAR IN ADULT EDUCATION: DOCTORAL LEVEL

For Ph.D. students in Adult Education who intend to choose and plan a thesis project during 1969-70. The student may seek helpful reaction and suggestions from other participants in the seminar at various stages of his thinking and planning. Some pioneering research and needed future research may be discussed.
(A. M. Tough, Regular Session)

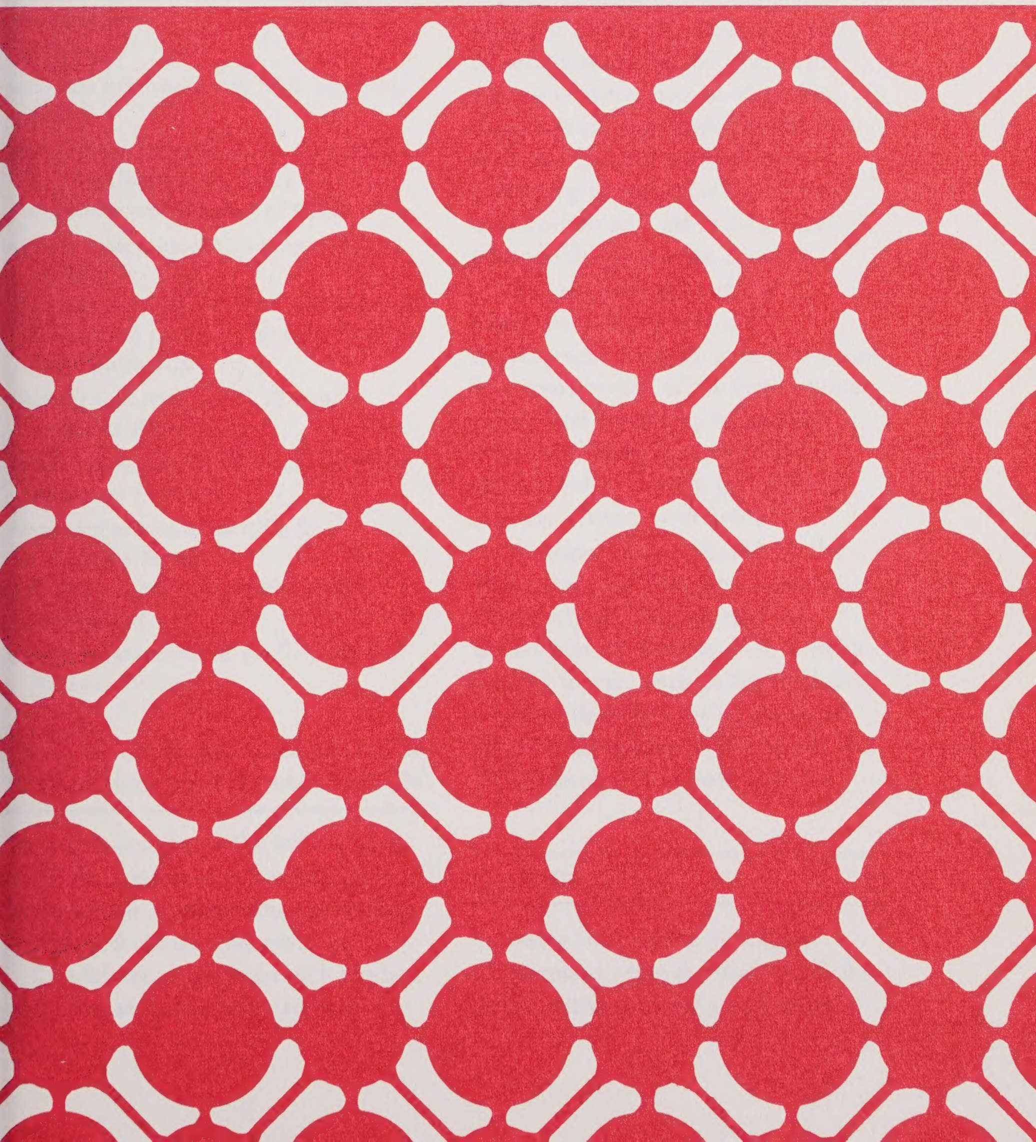
3107X SOCIAL FOUNDATIONS OF ADULT EDUCATION

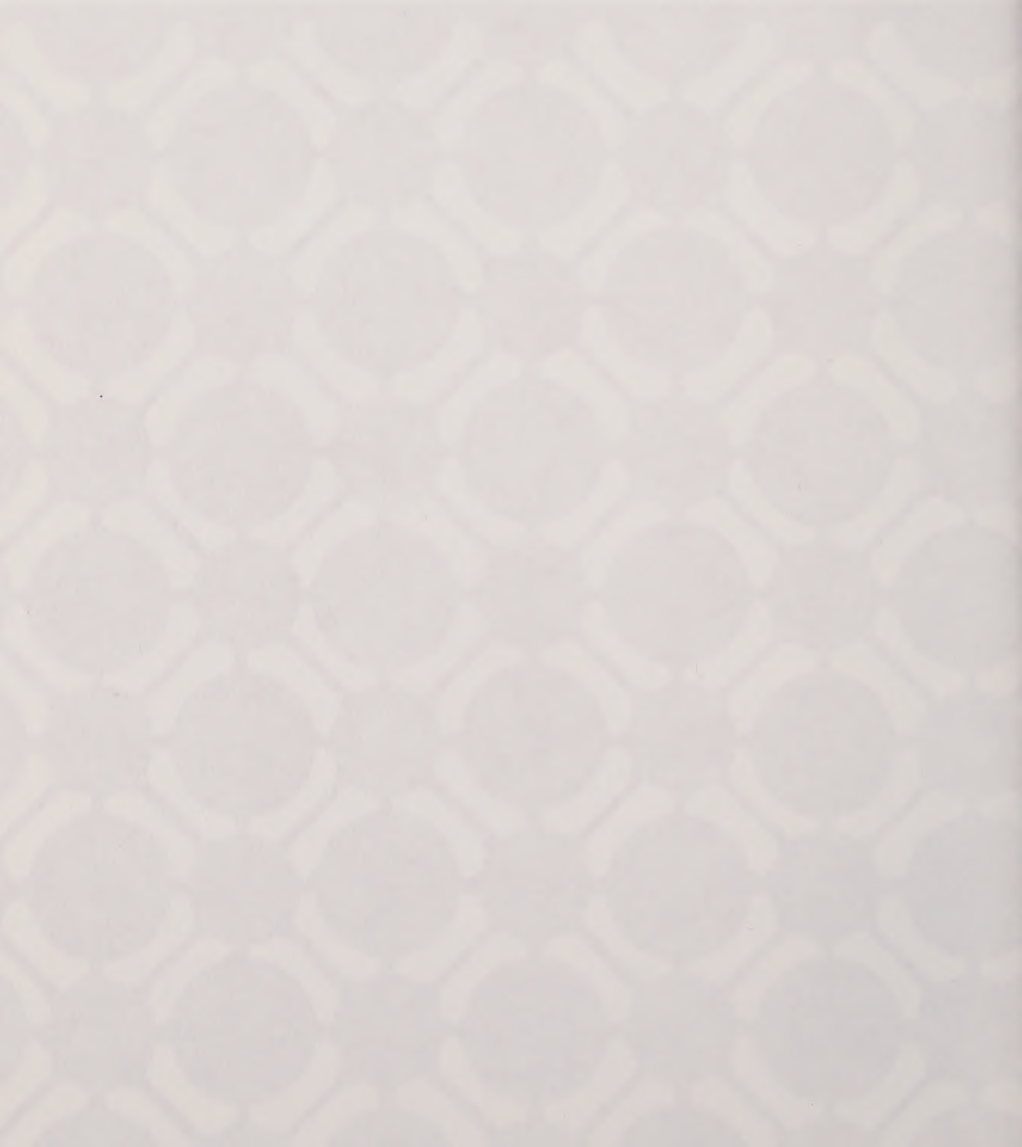
Social forces bearing upon the need for, and content of, adult education. A theoretical framework for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
(Staff, Regular Session)

3152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic.

Computer Applications





Department of Computer Applications

LESLIE D. MC LEAN, *Ph.D. (Wisconsin)*
Associate Professor and Chairman of the Department

STACY CHURCHILL, *Ph.D. (London)*
Assistant Professor

DOUGLAS G. CRAWFORD, *M.A. (British Columbia)*
Lecturer

MALCOLM HINDLEY-SMITH, *M.A. (Queens)*
Lecturer

ROBERT W. B. JACKSON, *Ph.D. (London), LL.D. (Alberta), F.R.S.S., F.C.P.*
Professor and Director of OISE

ROBERT S. MC LEAN, *Ph.D. (Carnegie-Mellon)*
Assistant Professor, cross-appointed to the Faculty of Administrative Studies, York University

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Assistant Professor

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
Professor, cross-appointed from Curriculum

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Assistant Professor

PROGRAMS OF SPECIALIZATION

Programs leading to the M.Ed., M.A., or Ph.D. degrees with specialization in Computer Applications are worked out for individual students.

Candidates engaged in such studies will have an opportunity to work on research projects either in the Department's computer-based laboratory or in the field, where a number of innovative projects are under way.

The Department's program is designed to prepare candidates for careers in teaching and in directing the use of computers in education. The program is intended to develop skills in pure and applied research pertaining to computer applications in education and the management of individualized learning systems.

The long-term goal of the departmental research and development program is to contribute to the emergence of the instructional theory and associated technology which will make it possible for schools better to meet the needs of learners viewed as individuals.

Graduate courses offered by the Department of Computer Science, University of Toronto, may be included in the programs of students seeking to specialize in this field. It is expected that the outside minor for all Ph.D. candidates will be from the Department of Computer Science.

COURSES

A course is identified with this Department when the first two digits in the course number are 15 or 35.

1500X INDIVIDUALIZED INSTRUCTIONAL TECHNOLOGY

A systematic application of theory and research in educational technology and psychology to the design and implementation of individualized instruction. Theoretical and methodological contributions will be drawn from training research, programmed instruction, and systems technology.
(D. G. Crawford, Regular Session)

1501X COMPUTER-GUIDED INSTRUCTION

Theory, practice, and current research in the use of computers to guide instruction: basic computer operations and principles that relate to current concepts of teaching and learning.

Prerequisite: Permission of the instructor.
(R. G. Ragsdale, Regular Session)

1505X INSTRUCTIONAL PROGRAMMING

The application of principles derived from computer-assisted instruction and programmed instruction to the selection and development of instructional materials. (To be taken for credit by M.Ed. candidates only.)
(Staff, Regular Session)

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

Current techniques of computer applications in educational research, including consequent changes in research design and practices. Students will be expected to make use of computing facilities in the solution of typical problems.
(Staff, Regular Session)

1515X COMPUTERS IN THE CURRICULUM

Introducing computers in the classroom: data processing as a subject taught at the secondary school and community college levels; teaching students to use computers to solve numerical problems in subjects such as mathematics and physics, and to use non-numeric techniques in the humanities and social sciences.
(R. S. McLean, Regular Session;
M. W. Wahlstrom and S. Churchill, Summer Session)

1520X EDUCATIONAL DATA PROCESSING

Principles of using computers to solve problems arising in an educational system: unit record and special equipment (e.g., optical scanning devices); basic programming languages; fundamentals of system design; extracting and evaluating management information.

Prerequisite: 1666X or equivalent
(M. W. Wahlstrom, Regular Session)

1525X THE COMPUTER IN EDUCATIONAL ADMINISTRATION

Defining objectives for data processing systems; the feasibility study; alternatives to "computerization"; selecting a computer; planning the installation; in-service training; system design principles for financial and administrative applications;

administering the "educational" computer.
(S. Churchill and M. W. Wahlstrom, Regular and Summer Session)

1540X COURSEWRITING LANGUAGES

A comparative study of languages for writing instructional sequences to be administered by a computing system: language elements and structure; implementation on major existing systems; system utilization; implications for instructional design. Students will be expected to gain a working knowledge of selected languages.
(S. Churchill, Regular Session)

1552X INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500X RESEARCH SEMINAR IN INDIVIDUALIZED INSTRUCTIONAL SYSTEMS

A critical review of the literature relevant to the design, implementation, and validation of individualized learning systems. Consideration of systems now in operation or proposed.
(D. G. Crawford, Regular Session)

3535X SIMULATION MODELS OF COGNITION AND LEARNING

The conceptual foundations of computer models of the processes involved in cognition and learning. Constructing models from psychological data; implementation of models on digital computers; evaluation of model performance.
(R. S. McLean, Regular Session)

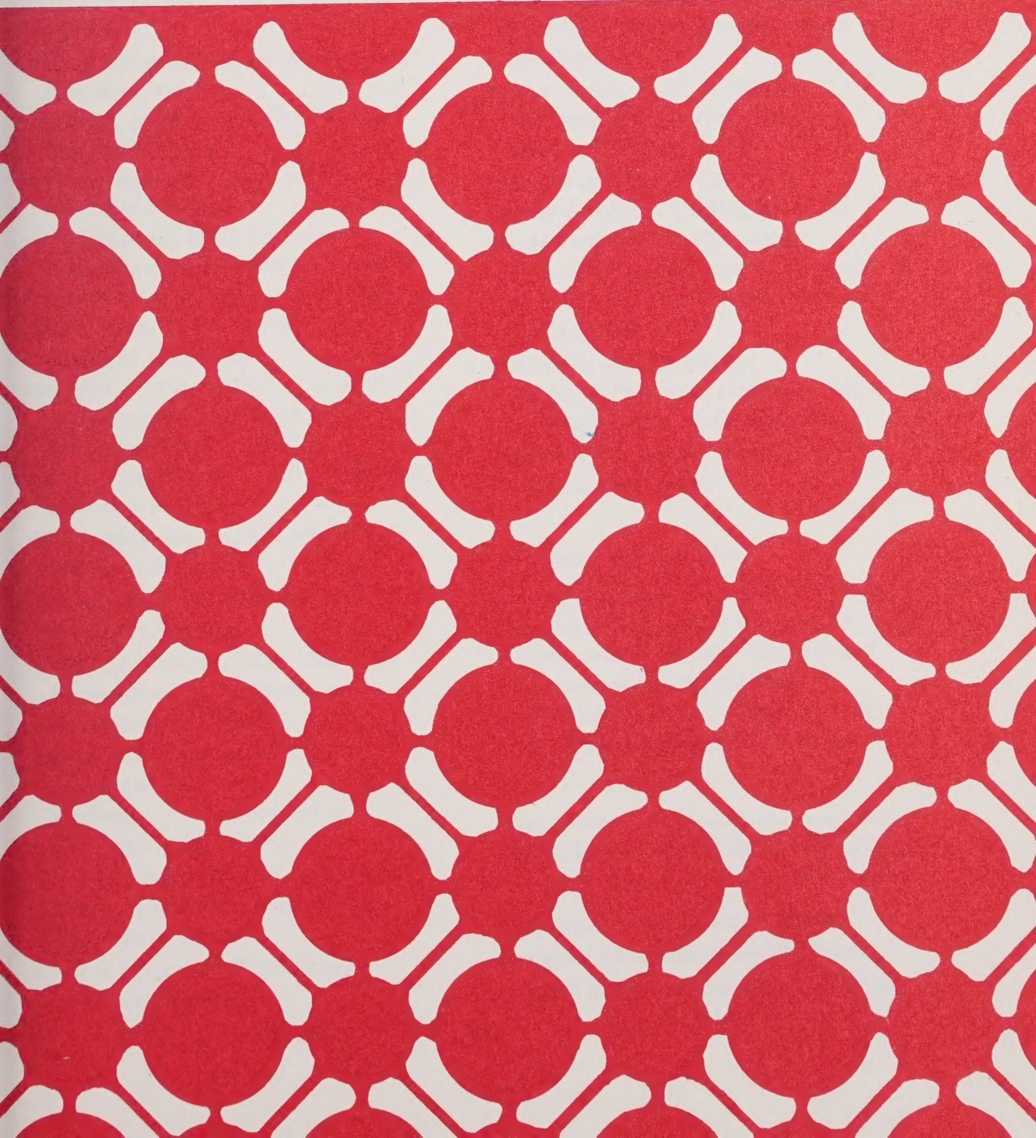
3552X INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1552X, but at the doctoral level.

3556X RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION

A seminar for selected graduate students and interested faculty members for the discussion of special topics such as information retrieval, computer-based instruction systems, and educational information systems.
(Staff, Regular Session)

Curriculum



Department of Curriculum

Alan F. Brown, *Ph.D. (Alberta)*
Professor and Chairman of the Department

Carl Bereiter, *Ph.D. (Wisconsin)*
Professor, cross-appointed from Applied Psychology

Douglas C. Campbell, *Ed.M. (Illinois)*
Lecturer

Chester D. Carlow, *Ph.D. (Syracuse)*
Assistant Professor

F. Michael Connelly, *Ph.D. (Chicago)*
Assistant Professor

John Herbert, *Ed.D. (Columbia)*
Associate Professor

Ernie J. Ingram, *Ph.D. (Alberta)*
Associate Professor and Assistant Coordinator of Development, OISE

John S. Katz, *Ph.D. (Harvard)*
Assistant Professor

Malcolm A. Levin, *M.A.T. (Harvard)*
Lecturer, cross-appointed from Educational Administration

Garnet L. McDiarmid, *Ph.D. (Syracuse)*
Assistant Professor

John A. McInnes, *Ed.D. (Columbia)*
Assistant Professor

Jack M. Ott, *Ph.D. (Ohio)*
Assistant Professor

Kenneth F. Prueter, *Ed.D. (Harvard)*
Professor and Coordinator of Development, OISE

Frederick B. Rainsberry, *Ph.D. (Michigan State)*
Professor, cross-appointed to Computer Applications

Hildred Rawson, *M.Ed. (Alberta)*
Lecturer, cross-appointed to the Educational Clinic

Ellen M. Regan, *Ed.D. (Albany)*
Assistant Professor

Douglas A. Roberts, *Ed.D. (Harvard)*
Assistant Professor

Clinton St. John, *Ed.D. (Toronto)*
Assistant Professor, cross-appointed from Educational Planning

Frank Smith, *Ph.D. (Harvard)*
Associate Professor, cross-appointed from the Office of the Coordinator of Development

Hans H. Stern, *Ph.D. (London)*
Professor and Director of the Modern Language Study

Ruth Strang, *Ph.D. (Columbia)*
Peter Sandiford Visiting Professor

Wilfred Wees, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from the Office of the Coordinator of Development

Joel Weiss, *M.A. (Chicago)*
Assistant Professor, cross-appointed to Measurement and Evaluation

Debrah Weiss, *M.A. (Chicago)*
Lecturer (part-time)

ASSOCIATED INSTRUCTORS:

Donald C. Hambleton, *Ed.D. (Columbia)*
Educational Research Coordinator, Metropolitan Toronto School Board

E. J. Rosen, *M.D.C.M. (McGill)*
Associate Professor, Department of Psychiatry, University of Toronto

PROGRAMS OF SPECIALIZATION

Programs in this Department are designed for students with particular interest in curriculum. By appropriate selection of courses in consultation with his faculty advisor, the student may specialize in various aspects of curriculum development, or in specific teaching fields, such as reading. Considerable latitude is left for the choice of electives, including appropriate courses in other departments of the School of Graduate Studies. It is anticipated that additional courses in the field of curriculum and instructional techniques will be offered in future years.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The program consists of eight half-courses as follows:

1300	Foundations of Curriculum Development

Two of:

1200X	Introduction to Educational Psychology
1610X	Introduction to Measurement and Evaluation
1660X	Introduction to Empirical Research in Education

Four elective half-courses, chosen with the individual's background and interests in mind, and approved by his faculty advisor. These may be selected from course offerings in the Department of Educational Theory or in another department of the School of Graduate Studies.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

In addition to the master's thesis, the program consists of six half-courses as follows, although the precise pattern may be varied when the student plans his individual program with his faculty advisor:

1300	Foundations of Curriculum Development
1200X	Introduction to Educational Psychology
1610X	Introduction to Measurement and Evaluation
1660X or	Introduction to Empirical Research in Education
1666X	Basic Concepts of Statistics

One elective half-course

In order to ensure a proper range of knowledge about education, candidates who are required to do prerequisite course work for admission to the M.A. program will be expected to include graduate half-courses from other departments in OISE.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

Doctoral candidates specializing in Curriculum must have demonstrated competence in teaching or appropriate field work for a period of at least two years before the degree is awarded.

Doctoral candidates must also have completed the courses listed for the Master of Arts degree in Curriculum or their equivalent.

In addition to the major thesis and other requirements as described on pages 26 to 27 the normal pattern of study for this degree is as follows:

(a) A major in Curriculum:

3300X Research Seminar in Curriculum and Instruction
3301X Symposium in Research in Curriculum and Instruction

Two additional half-courses to be selected, one of which must be a further course in statistics if such a course is essential to the student's thesis.

(b) A first minor in this or another department of OISE, consisting of two half-courses to be selected.

(c) A second minor consisting of a full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

COURSES

A course is identified with this Department when the first two digits in the course number are 13 or 33.

1300 FOUNDATIONS OF CURRICULUM DEVELOPMENT (listed also as Course 1016 in the Department of Educational Administration)

A study of the psychological, sociological, and cultural determinants of curriculum development and ways in which these factors affect current programs in the schools. Formal and informal structures of organization in educational systems are also related to theories of innovation in courses of study, grouping of pupils, and other matters in the administration of education. This course relates closely to administrative problems in curriculum development and for this reason is offered in cooperation with the Department of Educational Administration.
(G. L. McDiarmid, E. J. Ingram, D. C. Hambleton, W. G. Roberts, and associates, Regular Session and Summer Session)

1302X RECENT DEVELOPMENTS IN ELEMENTARY EDUCATION

An examination of selected modern developments in the curriculum and organization of elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
(K. F. Prueter, Regular Session and Summer Session)

1303X RECENT DEVELOPMENTS IN SECONDARY EDUCATION

An examination of selected modern developments in the curriculum and organization of secondary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
(D. A. Roberts, Regular Session and Summer Session)

1304X CURRICULUM SPECIALIZATION

A course designed to permit the study of a curriculum area, such as vocational education, not already covered in the courses listed for the current year. This course will include field experience and research as well as the examination of theoretical bases underlying the respective curriculum areas.

This course does not fulfil the function of 1352X. Course 1304X will include groups of students who are interested in pursuing in depth the problems of a specific area of the curriculum.
(Staff, Regular Session)

1306X DIAGNOSIS AND INSTRUCTIONAL TECHNIQUES

Study and practicum of pupil difficulties. Technique of preventive and remedial teaching in the elementary school with special emphasis on practices suitable for typical groups. The use of diagnostic tests, observations and examinations, and interpretations of the results.
(Staff, Regular Session)

1310X THE READING CURRICULUM

An examination of the content, sequence, and organization of the reading program from grades 1 to 12. The relation of the reading program to the overall curriculum. Criteria for assessing programs, texts, and supplementary materials. Problems of the measurement of reading achievement.
(J. A. McInnes, Regular Session and Summer Session)

1311X THE PROCESSES OF READING

The study of the auditory, visual, neurological, perceptual, cognitive, and emotional processes which contribute to the reading process. The development of teaching techniques as they apply to the reading curriculum at the elementary, high school, and college level.
(J. A. McInnes, Regular Session)

1312 LABORATORY IN READING DISABILITY

Theory and practice in the diagnosis and treatment of individual reading disorders.

Prerequisite: 1311X (or concurrent registration in this course).
(H. Rawson, Regular Session)

1313X CURRICULUM FOR LANGUAGE DEVELOPMENT

The development of a school curriculum for language in the light of the contributions from linguistics, semantics, philosophy (ordinary language), psycho-linguistics and child psychology, and research in education.
(E. M. Regan, Regular Session)

1315X ENGLISH AT THE SECONDARY SCHOOL LEVEL

A critical analysis of prevailing practices and proposed innovations in the teaching of literature, exposi-

tory writing, and the motion picture. Students will evaluate the rationale and implications of specific programs.
(J. S. Katz, Regular Session)

1316X MATHEMATICS IN THE SCHOOL CURRICULUM

Study of a variety of recent curriculum reforms in mathematics. Analysis of their characteristics, trends, compatibility with theories and research relating to meaningful learning, cognitive maturity, and motivation.
(C. D. Carlow, Regular Session and Summer Session)

1318X MODERN LANGUAGES IN THE SCHOOL CURRICULUM

Research on language teaching; history; socio-political and educational contexts; language teaching in relation to linguistics and psychology; theories, models, and methodology; dimensions of language teaching; educational organization and modern languages.
(H. H. Stern, Regular Session)

1320X SCIENCE IN THE SCHOOL CURRICULUM

The incorporation of the content, methods, and world view of science in the school curriculum: realities and possibilities.
(D. C. Campbell, Regular Session)

1322X SOCIAL STUDIES IN THE SCHOOL CURRICULUM

A review of major approaches and problems in secondary and elementary social studies education. Particular attention will be given to the rationales and teaching approaches of the newer social studies projects.
(Staff, Regular Session)

1340X AUDIO-VISUAL COMMUNICATION IN TEACHING AND LEARNING

The conceptual study of learning experience, the place of communication in teaching, factors determining effective communication (with emphasis on perception and the communication process), the unique characteristics of communications media (films, pictures, filmstrips, tape recordings, television, programmed instruction, etc.), and considerations regarding their effective use.
(F. B. Rainsberry, E. J. Rosen, Regular Session)

1341X INSTRUCTIONAL TECHNOLOGY AND THE SCHOOL

A critical examination of recent developments in audio-visual media and instructional devices and their implications for the classroom teacher (role in instruction), the learner (as an active participant in learning activities), class and school organization, and the aims and purposes of education. The assessment of a systems approach to the use of instructional technology and an evaluation of the media and devices used in selected case studies.

Prerequisite: 1340X
(F. B. Rainsberry, E. J. Rosen, Regular Session)

1352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1395X PRACTICUM IN CURRICULUM PROBLEMS

A non-credit course designed for curriculum students who have had limited experience with schools and school systems. Observations and seminars will give students an opportunity to view educational issues and concerns through the eyes of teachers and administrators. It is offered in cooperation with the Department of Applied Psychology.
(E. M. Regan, Regular Session)

1397X SEMINAR IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

A non-credit seminar for M.A. candidates for examination of problems relating to the student's research.
(A. F. Brown, F. M. Connelly, J. Weiss, Regular Session)

3300X RESEARCH SEMINAR IN CURRICULUM AND INSTRUCTION

Current research and theory development in curriculum and instruction. Reports and discussions by students and staff to provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300
(G. L. McDiarmid, Regular Session)

3301X SYMPOSIUM IN RESEARCH IN CURRICULUM AND INSTRUCTION

An advanced symposium of staff and students for the exploration and development of theories and models in curriculum and instruction. This course will be restricted to students in the second year of their doctoral program.

Prerequisite: 3300X
(J. Herbert, Regular Session)

3302X SEMINAR IN THE EDUCATIONAL PROCESSES

An advanced seminar which will explore and synthesize recent behavioral science and educational research in the teaching process; both theoretical and practical implications will be sought in the research areas explored.
(J. Herbert, Regular Session)

3310X RESEARCH SEMINAR IN READING AND LANGUAGE

The study of recent research and theory in the areas of reading and language and contingent fields. The pertinence of recent developments in psychology, linguistics, psycholinguistics, sociology, physiology, and neurology will be examined.
(R. Strang, J. A. McInnes, Regular Session)

3316X RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research relevant to the learning of deductive mathematical systems. Reports and discussions by students concerning the implications of this research for next steps in curriculum reform of secondary school mathematics.

Prerequisite: 1316X
(C. D. Carlow, Regular Session)

3320X RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Enrollment is limited to students at the doctoral or post-doctoral level.

Prerequisite: Permission of the instructor.
(F. M. Connelly, Regular Session)

3340 RESEARCH SEMINAR IN AUDIO-VISUAL COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

The examination of various theories and models of communication, visual perception, and systems and their conceptual applicability to curriculum development and the design of instructional programs.

Prerequisites: 1340X and 1341X
(F. B. Rainsberry, Regular Session)

3352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

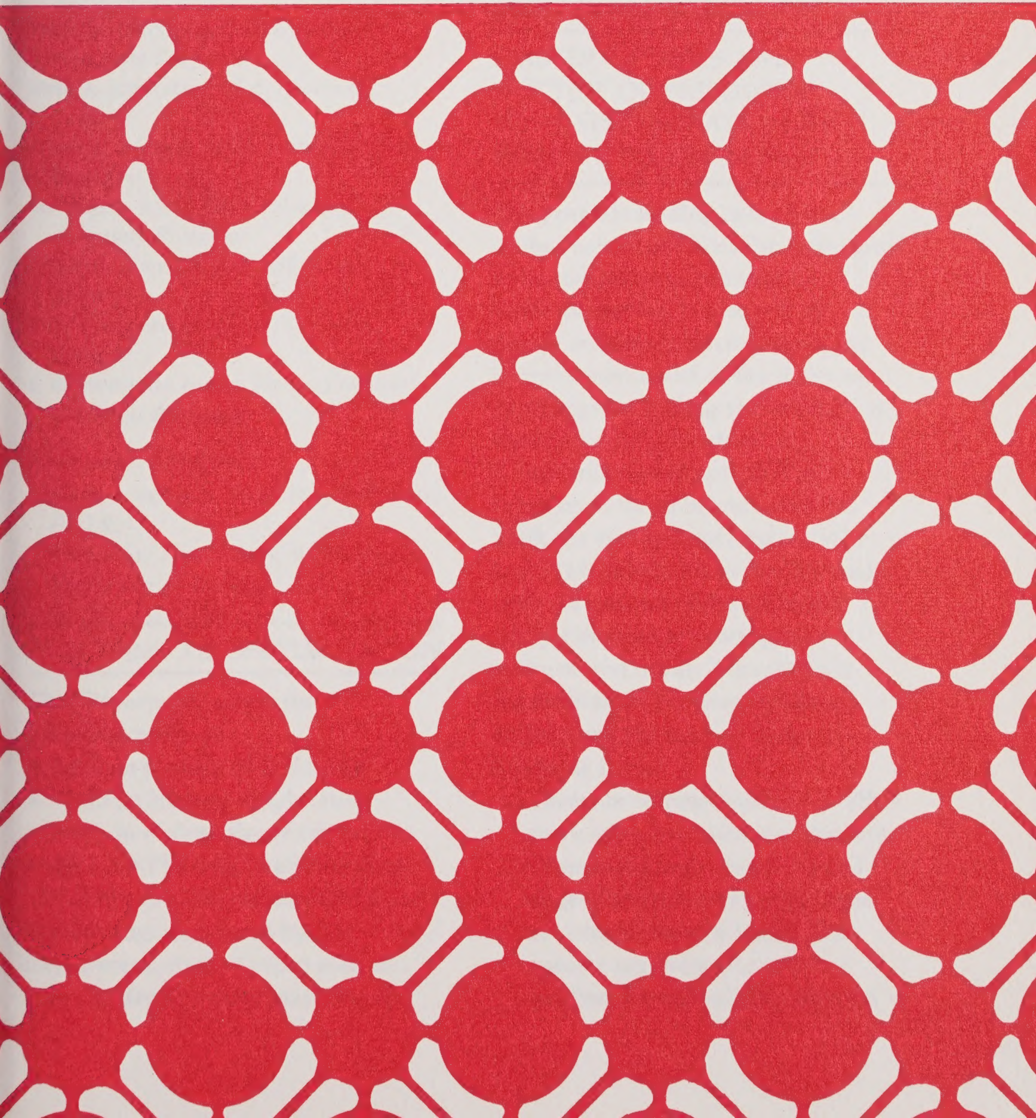
Description as for 1352X, but at the doctoral level.

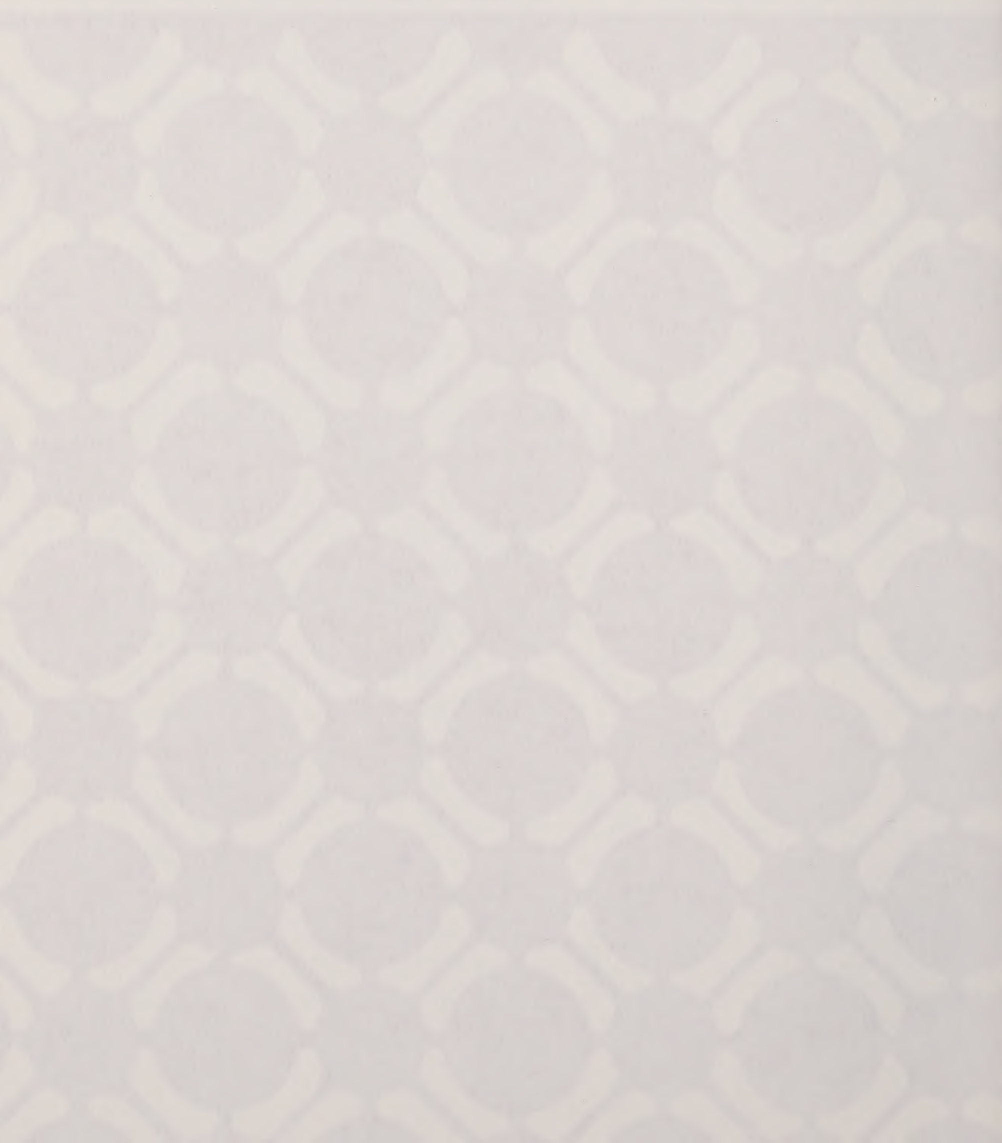
3220X ANALYSIS OF LEARNING TASKS

Analysis at both the theoretical and the practical level of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.
(C. Bereiter, Regular Session)

History and Philosophy of Education





Department of History and Philosophy of Education

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor and Chairman of the Department
CLIVE M. BECK, *Ph.D. (New England)*
Assistant Professor
GERALD L. CAPLAN, *Ph.D. (London)*
Assistant Professor
BRIAN S. CRITTENDEN, *Ph.D. (Illinois)*
Associate Professor
JOHN A. EISENBERG, *M.A. (Toronto)*
Lecturer
JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer
MICHAEL B. KATZ, *Ed.D. (Harvard)*
Associate Professor
NORETTA KOERTGE, *M.S. (Illinois)*
Lecturer
J. DOUGLAS MYERS, *M.A. (Toronto)*
Lecturer
E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Assistant Professor

ASSOCIATED INSTRUCTOR:

ANDREW F. SKINNER, *Ph.D. (St. Andrews), F.E.I.S.*
Professor, The College of Education, University of Toronto

PROGRAMS OF SPECIALIZATION

This Department offers the following programs:

- M.A. in History of Education
- Ph.D. in History of Education
- M.A. in Philosophy of Education
- Ph.D. in Philosophy of Education

While there is no regular M.Ed. degree program offered by this Department, students who wish to take this degree with a majority of their courses in History or Philosophy of Education may be admitted. See the Master of Education for Special Purposes, page 23.

HISTORY OF EDUCATION

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY OF EDUCATION

The program leading to the M.A. in the History of Education is designed to be completed in one year by students with an Honours B.A. degree in history. Furthermore, the course is conceived as the first year of a program leading to the Ph.D. in the History of Education.

Students should note that the program outlined below is flexible. With the exception of courses 1419 and 3419, substitutions may be made with the consent of the student's advisor in order to meet special interests and needs. Alterations in the program as outlined below are anticipated, particularly in the following cases:

A. Students without teaching or other work experience in education will be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements will be worked out individually for each student with his advisor. These may include courses in other departments of the Institute, school visits, individual reading, or other appropriate experiences.

B. Students with exceptionally strong backgrounds in history may be allowed to substitute courses in other parts of the Institute or School of Graduate Studies for some of the required courses in the History Department.

C. Students with special interests may be allowed to substitute relevant courses for some of the required courses in the History Department.

D. Students without the equivalent of an Honours B.A. in history will be required to take preliminary courses before being admitted to degree candidacy.

One-Year Program Leading to the M.A.

(a) Two half-courses in the History of Education.

(b) One full course in the History Department (but see B and C above).

(c) 1419. This seminar is a full course. It includes discussion of issues in historiography, practice in analyzing historical documents, and supervised experience in historical research. The development of a minor thesis at the M.A. level, on a carefully delimited topic, will be one of the requirements of the course.

Year 2 of the Ph.D. Program (counting the one-year program for the M.A. as Year 1)

(a) 3419. This seminar is a full course. It is limited to doctoral students in the History of Education and includes issues and exercises similar to those covered in 1419, but at an advanced level.

(b) One full course in the History Department.

(c) One full course to be decided with advisor.

Year 3 of the Ph.D. Program

Fall:

(a) Independent reading.

(b) Comprehensive examination on student's special fields.

(c) Formulation and presentation of thesis topic.

Spring:

Begin work on thesis.

Students should note that in many cases a fourth year will probably be necessary to finish the thesis and take the Senate oral examination.

COURSES

HISTORY OF EDUCATION

A course is identified with this Department, in History or Philosophy of Education, when the first two digits of the course number are 14 or 34.

1401X HISTORY OF EDUCATIONAL THOUGHT TO 1750

A study of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process; its contribution toward a sound basis for the interpretation and appreciation of modern theories and practices; the writings and influence of prominent thinkers.
(Not offered in 1969-70)

1402 HISTORY OF MODERN EUROPEAN EDUCATION

A study of the relation of theory and practice in the modern period. Consideration will be given to the relation between educational, political, and social questions including, e.g., nationalism, church-state relations.
(J. S. Hockley, Regular Session)

1403X HISTORY OF EDUCATION IN CANADA

A seminar course on selected aspects of the development of education in Canada; topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.
(Staff, Regular Session)

1405X HISTORY OF EDUCATION IN GREAT BRITAIN

A study of the educational traditions of the countries of Great Britain. Attention will be directed to the economic, social, and political forces which shaped each tradition.
(Staff, Regular Session)

1407X HISTORY OF MODERN BRITISH EDUCATION

This course is concerned primarily with the political, social, and educational implications of the national (i.e., state) educational controversies that mark the nineteenth-century period in Britain and the adjustments, revisions, and reforms which followed in the twentieth.
(J. D. Myers, Regular Session)

1411 HISTORY OF AMERICAN EDUCATION

(Also listed as History 1020, School of Graduate Studies Calendar, University of Toronto.)
The development of education in the context of American cultural history.
(M. B. Katz, Regular Session)

1413X TOPICS IN THE HISTORY OF NORTH AMERICAN EDUCATION

Tutorial discussions of individually selected readings. Limited to students with an M.A. in History of Education or its equivalent.

Prerequisite: Permission of the instructor.
(M. B. Katz; not offered in 1969-70)

1414X NORTH AMERICAN EDUCATION: THE HISTORICAL PERSPECTIVE

A lecture and group discussion course designed especially for students with limited background in history who

are enrolled in programs other than History of Education.
(Staff, Regular Session)

1415X CONTEMPORARY AMERICAN EDUCATIONAL THOUGHT

Discussion of prominent writers on education and important contemporary issues; some attention to historical background. Intended for practicing educators; limited to twelve students.
(M. B. Katz; not offered in 1969-70)

1417X POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions.
(J. D. Myers, Regular Session)

1419 RESEARCH SEMINAR IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Discussion of issues in historiography, practice in analyzing historical documents, and supervised experience in historical research. Required of all candidates for the M.A. in History of Education.
(M. B. Katz, Regular Session)

1452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1460X COMPARATIVE EDUCATION: THE WESTERN TRADITION

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France, and the U.S.S.R., and in other Western countries as time may permit or as the interest of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical, and other factors which have fashioned the development of these systems.
(A. F. Skinner, Regular Session and Summer Session)

1464 PROBLEMS OF EDUCATION IN DEVELOPING COUNTRIES

A seminar course offering a comparative study of the role of education in political development, modernization, and social change in selected developing countries. The nation-states of Africa and the Caribbean will receive considerable attention, while comparative data from India, Pakistan, and South-East Asia may be introduced in accordance with the interests of the students.
(G. L. Caplan, Regular Session and Summer Session)

1466X HISTORY OF EDUCATION IN AFRICA

A seminar course offering an analytical survey of education in Africa from pre-colonial indigenous education systems to the adaptation of the several colonial education systems by independent Africa. The effect of colonial education upon the independence struggle will receive special scrutiny, as will the problem of the elitism of the educated in the independent nations.
(G. L. Caplan, Regular Session)

3419 RESEARCH SEMINAR IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Issues and exercises similar to those in 1419 but at an advanced level. Required of all candidates for the Ph.D. in History of Education.
(Staff, Regular Session)

3452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452X, but at the doctoral level.

PHILOSOPHY OF EDUCATION

MASTER OF ARTS WITH SPECIALIZATION IN PHILOSOPHY OF EDUCATION

A. Candidates will be admitted to a one-year course for this degree provided philosophy has been a major subject in their bachelor's degree. The Honours B.A. philosophy courses offered by the University of Toronto will be taken as the standard for assessing the extent and level of work done in philosophy by graduates from other universities. In certain cases, some additional course work or reading in philosophy may be required.

B. Candidates who are accepted for this degree but who do not have an adequate background in philosophy will be required to undertake a preliminary year of study, mainly in philosophy.

C. Candidates, in either Section A or B, who have no teaching or other work experience in education will be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements will be worked out individually for each student with his advisor. These may include courses in other departments of the Institute (e.g., 1395X: Practicum in Curriculum Problems), school visits, individual reading or other appropriate experiences.

D. Students who intend to proceed to the Ph.D. may be required to take a written examination in philosophy at the beginning of the year leading to the M.A. Details of the examination (including a syllabus of topics and readings) will be sent to the students concerned at the time their applications are accepted. The main purpose of the examination is to provide a guide in planning the student's courses.

The normal requirements for the preliminary and M.A. year programs are as follows:

Preliminary Year for the M.A. (where necessary)

(a) Four undergraduate courses in philosophy. Choice will normally be made from the honours courses listed in the Faculty of Arts and Science Calendar, University of Toronto, in consultation with the student's advisor at the Institute.
(b) One half-course in Curriculum, History of Education, Sociology in Education, or Applied Psychology.

One-year Program Leading to the M.A.

(a) Three half-courses, or equivalent, in Philosophy of Education.
(b) Two half-courses, or equivalent, in Philosophy.
(c) One half-course from another program in the Institute.
(d) A minor thesis. This requirement counts as the equivalent of one full course.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN PHILOSOPHY OF EDUCATION

A. The usual requirement for admission to this degree is an M.A. with specialization in Philosophy of Education in which the student has maintained a minimum average of high second class, or equivalent standing, and has demonstrated his ability to do independent and critical work.

B. Students who have an M.A. in philosophy may also be admitted provided they have reached the standard specified above. In addition to the following, they will usually be required to take one full course or two half-courses in Philosophy of Education and two half-courses in other programs of the Institute.

C. Students are required to submit a thesis proposal to their course advisor by the end of April of Year 2. The Comprehensive Study (Year 3) involves: (i) the preparation of a selected bibliography, critically annotated, of recent work in the area within which the student's thesis falls; (ii) a summary of the current main problems, positions, methods of approach, etc., in this area. There will be an assessment based on the written presentation and an oral examination. The Study is seen both as a review of work already done and as a preparation for the thesis. It is understood that the Study will be general in scope and, with reference to the thesis topic, a preliminary survey.

Year 2 of the Ph.D. Program (counting the one-year program for the M.A. as Year 1)

It is assumed that credit for one minor subject (one full course or two half-courses) will have been granted for studies at the M.A., or equivalent, level. The normal structure of the program is as follows:

(a) Three half-courses, or equivalent, in Philosophy of Education.
(b) Course 3454X: Practice of Philosophical Criticism.
(c) Two half-courses, or equivalent, in the graduate Department of Philosophy, to be chosen with particular reference to the probable thesis area.

Year 3 of the Ph.D. Program

(a) Preparation of the Comprehensive Study. Refer to (C) above.
(b) Detailed preparation and formal evaluation of the thesis topic.
(c) Beginning of formal work on the thesis.

COURSES

PHILOSOPHY OF EDUCATION

Except where two half-courses have the same last two digits, the 14— and 34— numbers do not denote different levels of difficulty or required sequences.

1430X PHILOSOPHY OF MIND AND THE STUDY OF EDUCATION

The course will center on the examination of the concept of a person. The underlying problem will be to determine how various issues which arise in the philosophy of mind are relevant to education. The main topics will be: the concept of experience; the mind-body problem, with special emphasis on various behavioristic theories and a brief discussion of other theories; consciousness, awareness, and knowledge; privacy and other minds; action, intention, and responsibility; the concept of a person; motives and motivation; emotion and feeling; thinking and language.
(E. C. Olsen, Regular Session)

1434X PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

Topics will include the nature of educational value; authority and freedom in education; academic freedom; equality in education; the role of the school as an agent of social change; the determination of policies for education in a pluralistic society; indoctrination; democracy and excellence in education.
(B. S. Crittenden, Regular Session and Summer Session)

1438X PHILOSOPHY OF PRACTICAL INQUIRY AND THE STUDY OF EDUCATION

Philosophical questions will be raised in the following problem areas, with particular reference to the nature of educational inquiry: policy theory, utility theory, decision theory; future planning; holistic versus piecemeal

and incremental approaches; trial and error, controlled risk; conflict of interest, compromise; principles, rules; policy statements, propaganda, slogans; logic and truth in the context of practical inquiry.
(C. M. Beck, Regular Session and Summer Session)

1440X KEY CONCEPTS IN THE STUDY AND PRACTICE OF EDUCATION

Among the concepts to be examined are the following: teaching, educating, learning, understanding, and knowing. The course will also consider the logical/psychological distinction, the logic of educational slogans, and some examples of the role of philosophical criticism in the behavioral study of education.
(Staff, Summer Session only)

1450X PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A study of various theories about the structure, empirical basis, and growth of science, especially those of Popper, Carnap, Hempel, and Kuhn. Considerable use will be made of concrete examples drawn from the history of science and from modern science. Previous work in philosophy is not essential.
(N. Koertge, Regular Session)

1451X PHILOSOPHICAL THEORIES IN THE NATURE, METHODOLOGY, AND TEACHING OF HISTORY AND THE SOCIAL SCIENCES

Consideration of some major contemporary positions (e.g., those of Hempel, Popper, Collingwood, Dray, Skinner, Rogers, MacIver, Homans, etc.) on the central problems confronting history and the social sciences and the teaching of these subjects. Emphasis will be placed on views of explanation, theory testing, modes of reasoning, varieties of subject matter treated, the role of laws in these investigations, and the application of theories about the nature of history and the social sciences to the teaching of these subjects.
(J. A. Eisenberg, Regular Session and Summer Session)

1453X INDIVIDUAL READING AND RESEARCH IN PHILOSOPHY OF EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not available in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3431X THEORY OF KNOWLEDGE AND THE STUDY OF EDUCATION

This course is intended to be complementary to 1430X in that it will seek to determine how certain epistemological concepts are relevant to education. The emphasis will be on conceptual clarification rather than on empirical investigation. The topics to be discussed will include teaching, learning, and knowing; intelligence

and understanding; memory and belief; self-deception; imagination; evidence and truth; sensation, perception, and observation.
(E. C. Olsen, Regular Session)

3434X ETHICS AND VALUE THEORY IN EDUCATION

An analysis of the ethical aspects involved in the role of the school and in the educative process: (i) the general relevance of ethics and value theory to education; (ii) ethical problems which arise from the situation of common schools in a pluralistic society; (iii) the content and method of moral education; (iv) other aspects of the curriculum and the life of the school.
(B. S. Crittenden, Regular Session)

3436X AESTHETICS AND EDUCATION

In general, a discussion of (i) the role of the school and specific aspects of the educative process from the viewpoint of aesthetic value, and (ii) philosophical aspects of teaching and learning in the realm of aesthetic value. Special attention will be given to the following: the nature of an aesthetic object; aesthetic experience; descriptive, interpretative, and evaluative didactic statements about aesthetic objects; art and society; the bearing which theories of literary criticism have on the purposes, organization, and methods of teaching literature.
(B. S. Crittenden; not offered in 1969-70)

3442X PHILOSOPHY OF LANGUAGE AND THE STUDY OF EDUCATION

Questions of a relatively general nature will be raised in the following problem areas, particular attention being given to possible implications for education: words, sentences, and groups of sentences; concepts, meaning, and grammar; statements, definitions, rule-statements, metaphorical statements, and bodies of statements; commands, instructions, exhortations, and recommendations; emotive utterances and persuasive utterances; logic and language; language acquisition; stages of language development; the role of language in thinking and learning; language, emotion, and action.
(C. M. Beck, Regular Session)

3450X ADVANCED PROBLEMS IN PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

Topics may vary according to the interests of the seminar, but will include current work by Feyerabend on theoretical pluralism and by Post on heuristics in science.

Prerequisite: 1450X or permission of the instructor.
(N. Koertge, Regular Session)

3451X PHILOSOPHICAL INQUIRY INTO THE PROBLEMS ARISING IN THE METHODOLOGY AND TEACHING OF HISTORY AND THE SOCIAL SCIENCES

A problems course dealing with current philosophical problems in the areas designated. Discussion and

written work will revolve around such topics as objectivity; the methodological unity of the sciences; the notion of causality; explanation; reference and relevance of statements; logical forms and approaches used in the teaching of history and the social sciences.
(J. A. Eisenberg, Regular Session)

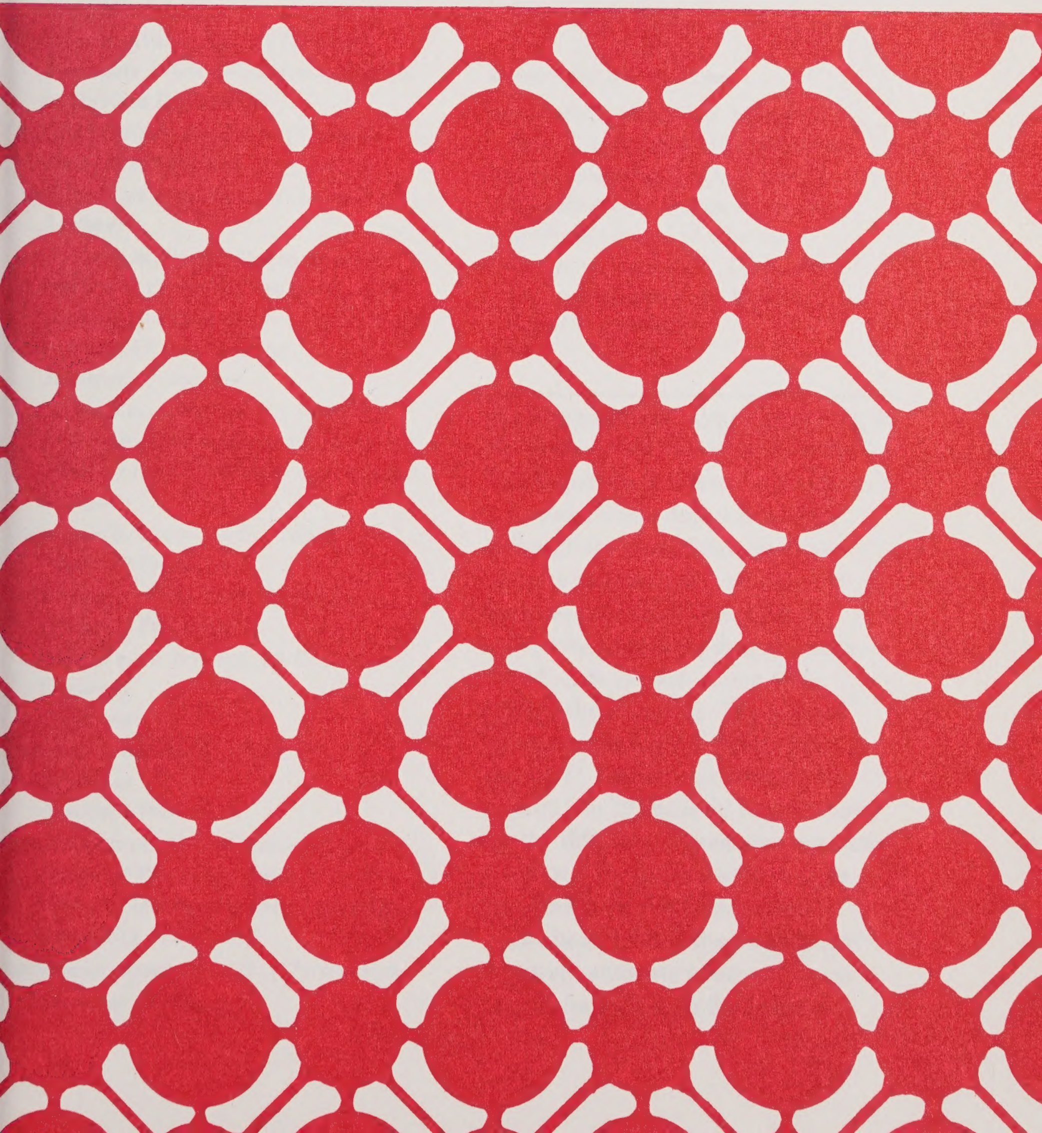
3453X INDIVIDUAL READING AND RESEARCH IN PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453X above, but at the doctoral level.

3454X PRACTICE OF PHILOSOPHICAL CRITICISM

This course is required of all Ph.D. candidates specializing in Philosophy of Education. Students will write a number of critical papers and present them for discussion with a member of staff. Topics will be taken from writings in the philosophy of education, other areas of philosophy particularly relevant to education, the social sciences, and popular statements about education.
(Staff, Regular Session)

Measurement and Evaluation



Department of Measurement and Evaluation

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*
Professor and Chairman of the Department

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies

SHMUEL M. AVITAL, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to Applied Psychology

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor

DONALD F. BURRILL, *M.Ed. (Cornell)*
Lecturer

GLEN T. EVANS, *Ph.D. (Queensland)*
Associate Professor, cross-appointed to Applied Psychology

ALEX EVEN, *Ph.D. (Toronto)*
Assistant Professor

W. GERALD FLEMING, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of the Coordinator of Graduate Studies

DOROTHY M. HORN, *Ed.D. (Columbia)*
Assistant Professor

SAR B. KHAN, *Ph.D. (Florida State)*
Assistant Professor

RODERICK P. MC DONALD, *Ph.D. (New England)*
Professor

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Assistant Professor

JOAN PRESTON, *Ph.D. (Western Ontario)*
Assistant Professor, cross-appointed from the Department of Psychology, University of Toronto

DENNIS M. ROBERTS, *Ed.D. (Florida State)*
Assistant Professor

ROBERT F. SCHWEIKER, *Ed.D. (Harvard)*
Associate Professor

ROSS E. TRAUB, *Ph.D. (Princeton)*
Associate Professor

JOEL WEISS, *M.A. (Chicago)*
Assistant Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS:

DOV FRIEDLANDER, *Ph.D. (Queen's)*
Special Lecturer, York University

JWALLA SOMWARU, *Ed.D. (Toronto)*
Coordinator of Research for the Etobicoke Board of Education

EDGAR N. WRIGHT, *Ed.D. (Columbia)*
Director of Research, Toronto Board of Education

PROGRAMS OF SPECIALIZATION

The Department offers work at both the master's and doctoral levels, although it is hoped that students who are selected will complete the doctoral program. The M.Ed. is ordinarily a terminal degree, while the M.A. is viewed as one step toward the doctorate. The general requirements for the M.Ed., M.A., and Ph.D. degrees are detailed on pages 21 to 27. Specific requirements for the different degree programs are given in a brochure which may be obtained from the Department.

The basic goal of the Department is to train students to become competent researchers in the fields of

measurement and quantitative experimental methods and theory.
Graduate work in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, quantitative psychology, various aspects of test development, and research methods appropriate for designing and executing empirical investigations. As he approaches the completion of his course work, the doctoral student will be required to take a comprehensive examination before pursuing his doctoral research.

All M.A. and Ph.D. students will be required by the end of their first year of residence to demonstrate competence in FORTRAN IV or PL/I computer programming techniques. Where necessary, special short courses of about twelve to fifteen hours will be arranged.

In addition, proficiency in certain aspects of matrix theory and calculus will be required of Ph.D. candidates. Short courses will be provided for those wishing instruction in these areas.

COURSES

A course is identified with this Department when the first two digits are either 16 or 36. Courses at the 1600 level are generally considered introductory while the 3600 courses are more advanced. However, this does not imply that doctoral students cannot receive credit for 1600-level courses or that master's students cannot take 3600-level courses.

1605X TEST CONSTRUCTION

A course providing an introduction to the theory of mental tests and experience in constructing educational and psychological measuring instruments. During this course, students are expected to construct a measuring instrument and pretest it.

Prerequisites: 1610X, or equivalent, and 1666X (or concurrent registration in these courses).
(Staff, Regular Session)

1610X INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of measurement. Topics covered will include a *brief* review of descriptive statistics; discussions of the concepts of reliability, validity, and norms; the construction of teacher-made tests; and an examination of selected standardized aptitude, achievement, and personality tests.

Prerequisite: A knowledge of descriptive statistics is expected. A student lacking this background is required to contact the Department at least three weeks prior to the first meeting of the course in order to arrange for appropriate make-up work.
(Staff, Regular Session and Summer Session)

1611X ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of the criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: Same as 1610X.
(S. A. Alvi, Regular Session and Summer Session)

1652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in the available courses. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Prerequisite: None, if the project is primarily library research; 1660X and 1666X, or equivalents, if the project is empirical research.

1660X INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

A consideration of some basic methodological problems in educational research. Topics such as variable, model, hypothesis, quantification and measurement, variance, inference, and experimental reasoning will be discussed. The course will conclude with treatment of the nature of, and processes involved in, the dissemination of educational research data. Students may be required to carry out a small research project.
(Staff, Regular Session and Summer Session)

1666X BASIC CONCEPTS OF STATISTICS

Elementary probability and statistical inference, with applications to the behavioral sciences. Topics include estimation and hypothesis testing up through simple correlation, regression, and one-way analysis of variance. Students from some departments will be required to attend a research seminar in their own department as part of the requirements for this course.
(S. M. Avital, Regular Session and Summer Session)

1670X INTRODUCTION TO FACTOR ANALYSIS

The course will include an introductory treatment of the linear factor model with consideration of the analytical techniques for estimating communalities, extracting factors, rotation, and estimation of factor scores. Problems of design and interpretation will be discussed, together with a wide variety of research applications derived from the recent literature.

Prerequisites: 1605X, 1610X, and 1666X, or equivalents.
(S. B. Khan, Regular Session)

3602X FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with the advanced problems of factor analysis (e.g., problems of metric and statistical estimation, factor invariance, rotation criteria, multi-mode factor analysis, non-linear models, and questions of design and interpretation), the course also includes such topics as image analysis, simplex analysis, latent structure analysis, and latent partition analysis. Applications to educational and psychological problems will be discussed.

Prerequisites: 1605X, 1666X, and 1670X, or equivalents.
(G. T. Evans, Regular Session)

3605X THEORY OF MENTAL TESTS

A study of the statistical theory of mental tests beginning with the classical test theory model and proceeding to a consideration of selected recent developments in the field.

Prerequisites: 1610X, 3666X (or concurrent registration in 3666X), or equivalents.
(R. E. Traub, Regular Session)

3608X PERSONALITY MEASUREMENT

This course is concerned with test theory as it applies to personality measurement. It includes an examination of methodologies and problems in the construction of personality tests; test standards; response styles; problems in measuring particular personality characteristics; actuarial prediction; statistical methods of decision-making in selection and personality assessment; the ethics of personality assessment.

Prerequisite: 1670X, or equivalent, or permission of the instructor.
(J. Preston, Regular Session)

3637X PSYCHOLOGICAL SCALING THEORY

Emphasis on rigorous statistical bases for scaling procedures. The procedures outlined are current Thurstonian scaling procedures, optimal scaling, Guttman-type scaling, multidimensional unfolding and multidimensional scaling, and Coomb's system. Practical application of the developed procedures will be illustrated.

Prerequisites: 1670X and 3666X, or equivalents (or concurrent registration in these courses).
(S. Nishisato, Regular Session)

3652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT: DOCTORAL LEVEL

Similar to 1652X but at the doctoral level.

Prerequisites: 1660X and 1666X, or equivalents.

3664 MATHEMATICAL STATISTICS

Sample space, probability measure, random variable, distribution function, probability mass function, probability density function, expectation, sampling distribution of t, X^2, and F, likelihood, sufficiency, estimation and testing of hypothesis, etc.

Prerequisite: Permission of the instructor.
(Staff, Regular Session)

3666X INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance with complete and incomplete designs, multiple regression, multiple correlation, and analysis of covariance; formulation and application of mathematical models of design and analysis.

Prerequisite: 1666X or equivalent.
(Staff, Regular Session and Summer Session)

3667 ANALYSIS OF VARIANCE

Analysis of variance for one-way and two-way classification models, general linear hypothesis, balanced incomplete block designs, factorial experiments, confounding, least squares, linear and multiple regression, fitting of orthogonal polynomials, covariance analysis, etc.

Prerequisite: Permission of the instructor.
(Staff, Regular Session)

3668X MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussions of Hotelling's T^2, multivariate general linear hypothesis, principal component analysis, canonical correlations, and discriminant functions.

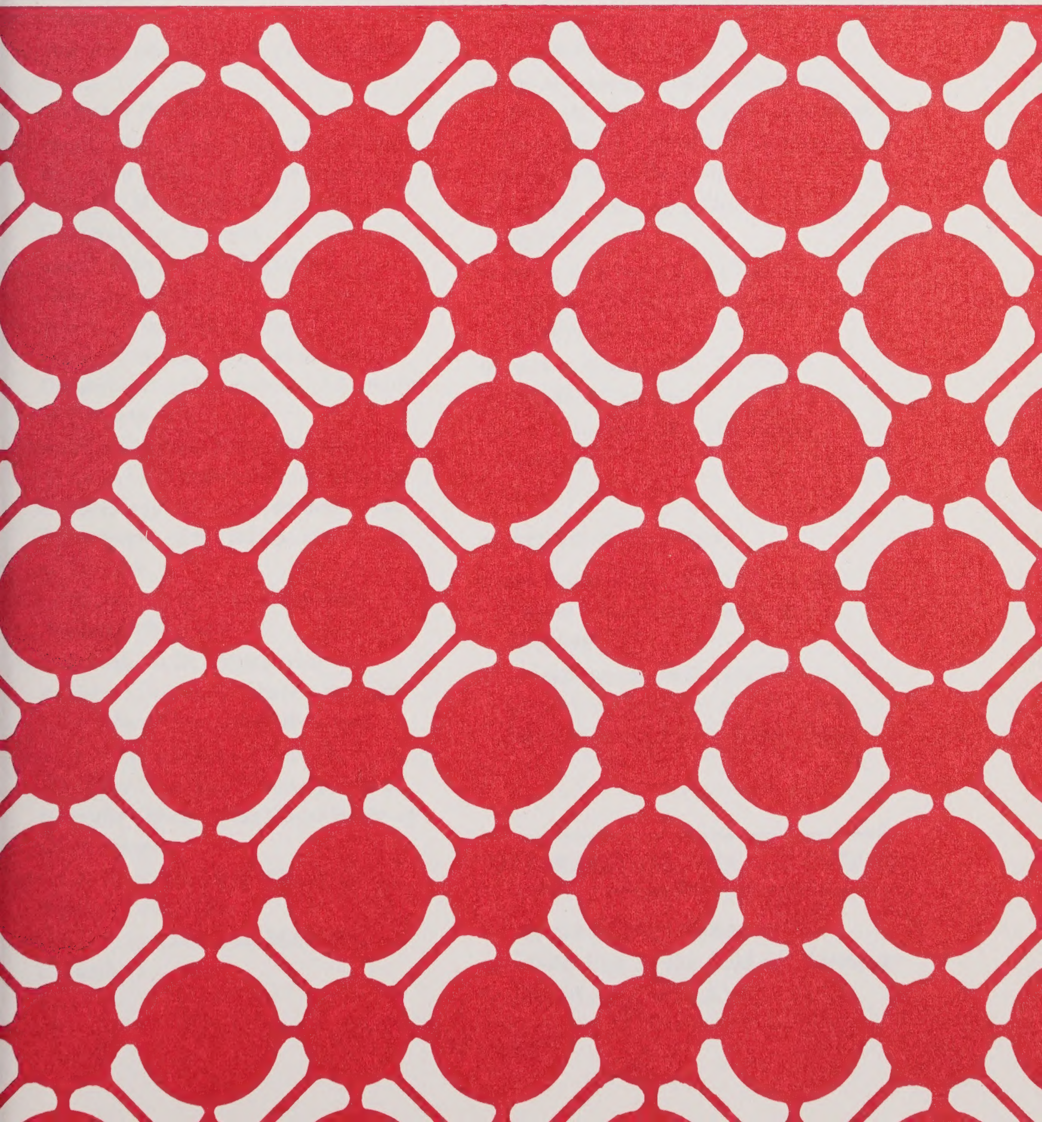
Prerequisites: 3667 or equivalent, plus some knowledge of matrix theory and calculus.
(R. P. Bhargava, Regular Session; to be offered only if there is sufficient demand)

3674X ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisites: 1610X, 1660X, and 3666X, or equivalents.
(Staff, Regular Session)

Educational Planning



Department of Educational Planning

CICELY WATSON, *Ph.D. (Harvard)*
Professor and Chairman of the Department

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Assistant Professor

NIRMALA BIDANI, *Ph.D. (Penn State)*
Lecturer

JOSEPH M. BUTORAC, *Ph.D. (Frankfurt on Main)*
Assistant Professor

NANDA K. CHOUDHRY, *Ph.D. (Wisconsin)*
Associate Professor, cross-appointed from the Department of Economics, University of Toronto

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Assistant Professor

MADAN L. HANDA, *M.A. (Delhi)*
Lecturer, cross-appointed to the Department of Economics, University of Toronto

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Assistant Professor, cross-appointed to Sociology in Education and to the Department of Sociology, University of Toronto

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor

TEH-WEI HU, *Ph.D. (Wisconsin)*
Assistant Professor, cross-appointed from Educational Administration

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Assistant Professor, cross-appointed from the Office of the Coordinator of Development

BETTY B. MACLEOD, *Ph.D. (Duke)*
Assistant Professor

WILLIAM P. MC REYNOLDS, *M.Sc. (British Columbia)*
Lecturer

WILLIAM MICHELSON, *Ph.D. (Princeton)*
Associate Professor, cross-appointed to Sociology in Education and to the Department of Sociology, University of Toronto

CHRISTOPHER SELBY-SMITH, *D.Phil. (Oxford)*
Assistant Professor

JAMES W. SIMMONS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from the Department of Geography, University of Toronto

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Lecturer

CLINTON ST. JOHN, *Ed.D. (Toronto)*
Assistant Professor, cross-appointed to Curriculum

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Assistant Professor

DAVID N. WILSON, *M.S. (Syracuse)*
Lecturer

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Research and Planning, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are three programs of specialization in the field of Planning: M.Ed., M.A., and Ph.D.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for microplanners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Preference will be given to students whose prior study is particularly useful for planning (e.g., town planning, engineering, geography, economics, demography, statistics, mathematics, sociology), or those whose positions involve certain planning responsibilities. Students must have taken Course 1666X, Basic Concepts of Statistics, or its equivalent. Certain other make-up courses may also be required, depending on the background of the applicant.

The program, which may be taken part-time, consists of eight half-courses, ordinarily as follows:

1700X, 1701X, 1702X Theories of Planning, with Practicum

1703X Educational Planning: Economics of Human Resources

1704X Quantitative Methodologies of Educational Planning

1705X Population Studies

1706X The Budgetary Process in Educational Planning

1982X School and Society

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of option is permitted according to the student's major area of planning interest and his possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. Since there is no undergraduate program in Planning it is expected that the M.A. program will either (a) extend over two years of study or (b) consist of the one year of full-time study normally taken after the equivalent of the M.Ed. program taken part-time. Some credit in the make-up study will be given students with appropriate undergraduate Honours degrees or professional training (e.g., economics, sociology, demography, geography, statistics or mathematics, town planning, engineering systems analysis).

In addition to a master's thesis and the equivalent of two months of supervised work in an educational planning office, the program consists of:

(a) One academic year of make-up work (generally consisting of four to six half-courses in Educational

Planning) which may be taken part-time.

(b) Six lecture or seminar half-courses in Educational Planning.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to planning, including demography, economics, micro-planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning or in a related field of specialization.

In addition to the major thesis and other requirements on pages 25 to 27, work for this degree includes:

(a) A major in Educational Planning, consisting of four appropriate half-courses.

(b) A first minor in the student's field of specialization, usually taken as a graduate course in the corresponding department of the University.

(c) A second minor in Educational Theory, consisting of two half-courses taken in another department of the Institute.
In some cases, a second minor in a department of the University of Toronto may be allowed.

(d) A comprehensive examination deemed appropriate to the particular student's preparation.
This examination will probably be offered each spring and fall. Students will ordinarily write it at approximately the time they complete their course requirements.

There is, however, no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

COURSES

A course is identified with this Department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session.

1700X THEORIES OF PLANNING WITH PRACTICUM: PART I

A study of concepts of town planning, regional planning, and land use as applied to school planning; concepts of economic and social planning as applied to educational service, together with the range of work of planning offices; the relationship of planning to administration, of planning decisions and political decisions, and of planning and educational research.
(F. G. Ridge, Regular Session and Summer Session)

1701X THEORIES OF PLANNING WITH PRACTICUM: PART II

Description as for 1700X.
(C. Watson, S. Quazi, and J. M. Butorac, Regular Session and Summer Session)

1702X THEORIES OF PLANNING WITH PRACTICUM: PART III

Description as for 1700X.
(C. Watson, S. Quazi, and J. M. Butorac, Regular Session and Summer Session)

Note: The above courses (1700X, 1701X, 1702X) may be taken as a one-half course option (for the Ph.D. macro-planning students and students of other departments); as a full course (with a curtailed practicum); or as three half-courses (with full practicum). The last option is a requirement for the M.Ed. program. Students taking this program by part-time study must take the practicum in two successive sessions (e.g., 1700X-1701X in the Summer Session and 1702X in the next Regular Session, or vice versa).

1703X EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

An analysis of the contribution of investment in human capital to economic growth, with special reference to problems of manpower and educational planning.
(M. L. Handa and M. L. Skolnik, Regular Session and Summer Session)

1704X QUANTITATIVE METHODOLOGIES OF EDUCATIONAL PLANNING

The intensive study of a selection of techniques drawn from the mathematical and statistical sciences in order to assist the educational planner in developing a quantitative approach to planning problems, in evaluating contributions to the educational planning literature, and in bridging the communications gap between educational decision-makers and mathematically trained researchers.
(G. S. Tracz, Regular Session and Summer Session)

1705X POPULATION STUDIES

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include population measurement and prediction; mortality, morbidity, and expectation of life; measurement of fertility and its differentials; estimation of internal migration and consideration of patterns of urbanization and location; determinants and consequences of international migration; the relationship of population to resources; the quality of population; population policies; the composition of population; the relationship of demographic factors to education.
(B. B. Macleod, Regular Session and Summer Session)

1706X THE BUDGETARY PROCESS IN EDUCATIONAL PLANNING

This course will concentrate on the links between planning and resource allocation in public education. Recent developments and new concepts in budgeting will be examined, with emphasis on their applicability to

planning for expenditures on human resources in general and on education in particular.
(J. W. Holland, Regular Session and Summer Session)

1707X EDUCATIONAL SYSTEMS MODELS

The main emphasis will be on the class of macro-models known as flow models, which will be studied with respect to basic concepts, mathematical formulation, empirical estimation, and computational form. A model structure which uses Ontario data will be used by the students for the construction of example simulations. Other systems models used in educational planning, such as institutional models, will also be discussed.

Prerequisites: Mathematical prerequisites are considered minimal, but should be discussed with the instructor. Students who do not know FORTRAN will be expected to study it concurrently.
(W. P. McReynolds, Regular Session and Summer Session)

1708X EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course focuses upon linkages between education and the social development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of developing propositions useful to theory building.
(J. P. Farrell, Regular Session and Summer Session)

1709X THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations where the data customarily used may be incomplete or unavailable. The scope and range of the general planning process and the process of educational planning will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems encountered in the less developed nations.
(D. N. Wilson, Regular Session and Summer Session)

1752X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703X SEMINAR: TOPICS IN ECONOMICS OF HUMAN RESOURCES

This seminar is intended primarily for students in the second year of their program. Probable topics include macro-models of education, the production function, technological change, and manpower forecasting techniques.

Prerequisite: 1703X or equivalent. (M. L. Handa and N. K. Choudhry, Regular Session)

3704X SEMINAR: MATHEMATICAL MODELS IN EDUCATIONAL PLANNING

The purpose of this course is to examine and evaluate applications of systems analysis, operational research, and related techniques to practical educational planning. Recent developments in comprehensive quantitative approaches to global educational planning problems will be examined, and their promise for improving the reliability of forecasts and the information base for planning will be evaluated. Content of the course will be highly mathematical and advanced students will be encouraged to exploit course topics in thesis research.

Prerequisite: 1704X or equivalent. (G. S. Tracz, Regular Session)

3705X SEMINAR: ANALYSIS OF FERTILITY

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and planning studies; and fertility models.

Prerequisite: 1705X or equivalent. (B. B. Macleod, Regular Session; not offered 1969-70)

3706X SEMINAR: ANALYSIS OF MIGRATION

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socio-economic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and internal migration in various developed and developing countries.

Prerequisite: 1705X or equivalent. (N. Bidani, Regular Session 1969-70, and alternate years)

3707X SEMINAR: OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Topics will include: an introduction to stochastic processes, Markov processes, and elementary queuing theory; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions, simulation and scheduling techniques.

Prerequisite: 1704X or equivalent. Mathematics prerequisites to be discussed with the instructor.
(W. P. McReynolds, Regular Session)

3708X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined: rate of extension of primary education; technical versus general education; adaption of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of post-primary education.
(J. P. Farrell, M. L. Skolnik, D. N. Wilson; not offered 1969-70)

3710X SEMINAR: EDUCATIONAL PLANNING FOR SOCIAL AND ECONOMIC STRUCTURAL CHANGE

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be reviewed in the context of their contributions to the control of conflict in organizations and the resolution of competitions for a society's resources.
(J. W. Holland and W. E. Alexander, Regular Session)

3712X SEMINAR: MANPOWER PLANNING AND MANPOWER UTILIZATION

An analysis of theoretical foundations and empirical methodology of manpower planning. Topics include the concept of an occupation, the relationship between the level and structure of output and occupational distribution, alternative methods of forecasting skilled manpower needs, skill substitutability — the effect of technological change upon the demand for and utilization of skills, the flexibility of the educational system and the exchangeability of different types of education and training.

Prerequisites: 1700X, 1703X.
(M. L. Skolnik, Regular Session)

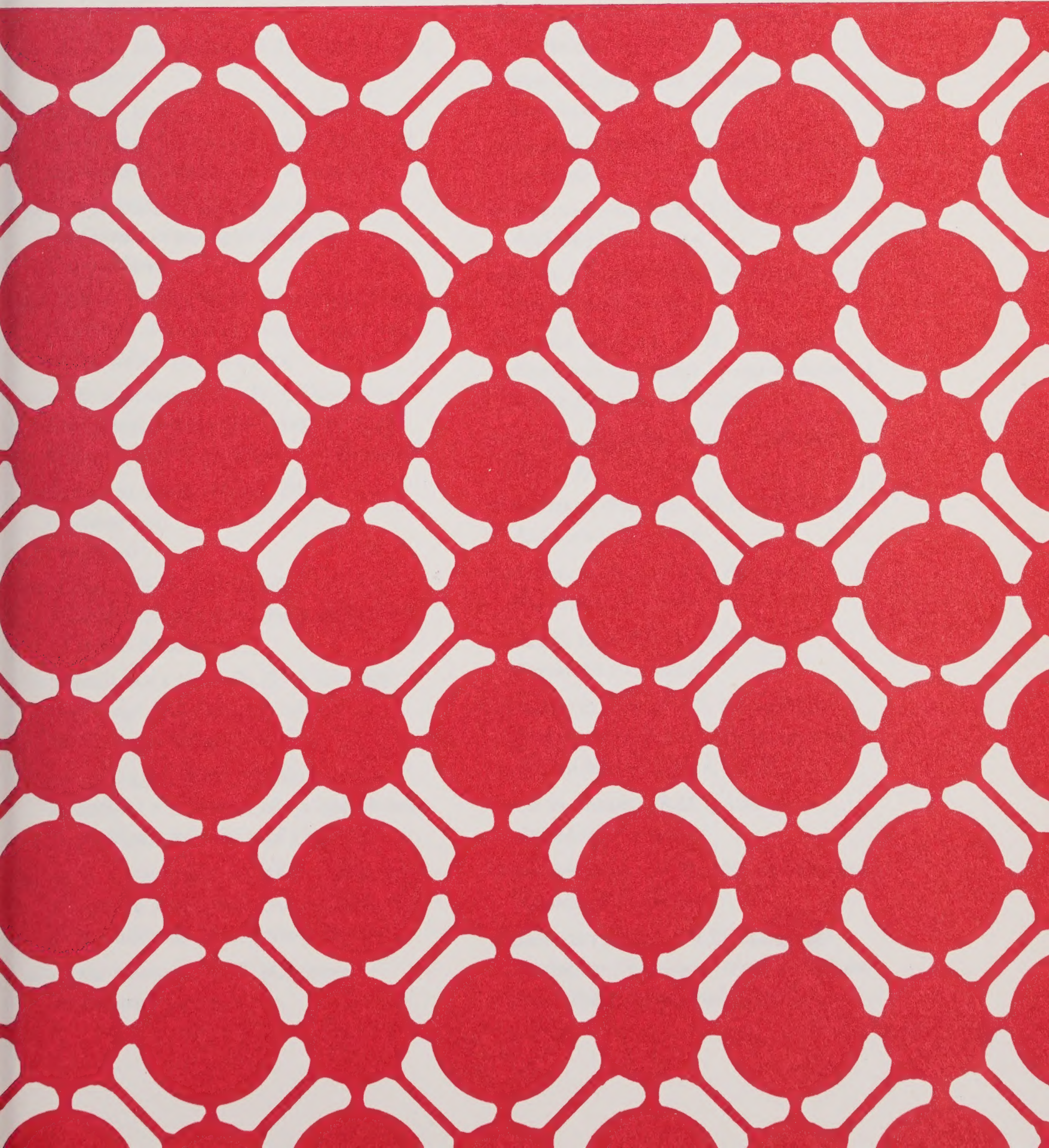
3713X SEMINAR IN EDUCATIONAL PLANNING

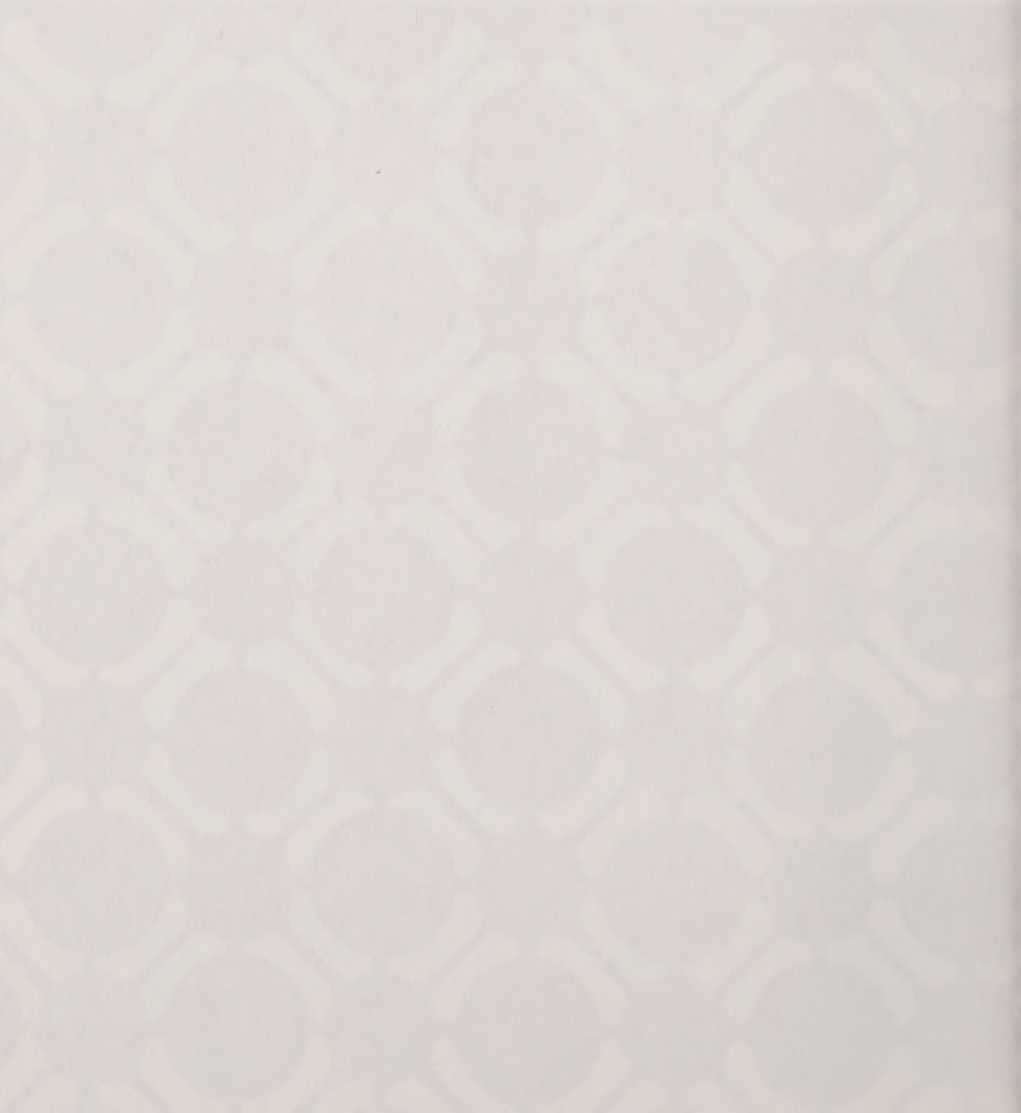
A non-credit seminar which all planning students are required to attend. Several prominent speakers are invited during the regular session; a broad range of topics of interest to educational planners is covered. The main emphasis is on the reporting of ongoing planning research and development work.
(W. P. McReynolds, Regular Session)

3752X SEMINAR: INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752X, but at the doctoral level.

Applied Psychology





Department of Applied Psychology

DAVID W. BRISON, *Ed.D. (Illinois)*
Associate Professor and Chairman of the Department

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor and Associate Chairman of the Department, cross-appointed to Adult Education

CHARLES C. ANDERSON, *Ph.D. (Cambridge)*
Professor

SHMUEL M. AVITAL, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Measurement and Evaluation

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor, cross-appointed to Curriculum

GERALD A. CASEY, *Ph.D. (Michigan State)*
Assistant Professor, cross-appointed to the Educational Clinic

ALFRED CASTANEDA, *Ph.D. (Ohio State)*
Professor, cross-appointed from the Office of the Coordinator of Research

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor

HY I. DAY, *Ph.D. (Toronto)*
Associate Professor, cross-appointed to Adult Education

W. BRYAN DOCKRELL, *Ph.D. (Chicago)*
Professor and Director of the Educational Clinic, OISE

GLEN T. EVANS, *Ph.D. (Queensland)*
Associate Professor, cross-appointed from Measurement and Evaluation

JOHN B. FOTHERINGHAM, *M.D. (McGill)*
Associate Professor, cross-appointed to the Mental Retardation Centre

WILLIAM FOWLER, *Ph.D. (Chicago)*
Associate Professor

PETER GAMLIN, *Ph.D. (Chicago)*
Assistant Professor, cross-appointed from The Institute of Child Study, University of Toronto

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Assistant Professor

DAVID HUNT, *Ph.D. (Ohio State)*
Professor

JUDITH T. KATZ, *M.A. (Boston)*
Lecturer

DONALD R. KENNEDY, *M.Ed. (Toronto)*
Lecturer

ANN M. LANDSMAN, *Ed.D. (Missouri)*
Assistant Professor

ALAN M. MARCUS, *Ph.D. (Toronto)*
Assistant Professor

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed to the Educational Clinic

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor

KENNETH G. O'BRYAN, *Ph.D. (Alberta)*
Assistant Professor

DAVID R. OLSON, *Ph.D. (Alberta)*
Associate Professor

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor

CLIFFORD C. PITT, *Ph.D. (Columbia)*
Professor and Assistant Coordinator of Graduate Studies, OISE

BLAIR W. SHAW, *Ph.D. (Alberta)*
Assistant Professor

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor

HARRY SILVERMAN, *Ph.D. (London)*
Assistant Professor, cross-appointed from the Educational Clinic

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Assistant Professor

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor

ASSOCIATED INSTRUCTORS:

ROBERT C. HARRIS, *M.A. (McGill)*
Coordinator of Guidance Services, Scarborough Board of Education

F. STANLEY HENDRA, *M.A. (Toronto)*
Head of Guidance, East End High School, Toronto

ELMER E. HUFF, *B.Ed. (Toronto)*
Coordinator of Guidance, North York Board of Education

DONALD KEILLOR, *M.Ed. (Toronto)*
Head, Educational Assessment Centre, Etobicoke Board of Education

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry

JAMES A. LINKLATER, *M.Ed. (Toronto)*
Assistant Coordinator of Guidance, North York Board of Education

MAIRI MACDONALD, *Ed.D. (Toronto)*
Director of Counseling, Seneca College, Willowdale

CHARLES NETLEY, *Ph.D. (London)*
Sessional Lecturer in Applied Psychology

FATHER DONALD PARÉ, *M.A. (Fordham)*
On leave from Bréboeuf High School, Willowdale

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Former Chairman, Department of Applied Psychology, OISE

EDWARD J. ROSEN, *M.D.C.M. (McGill)*
Associate Professor, Department of Psychiatry, University of Toronto

BRUCE SINCLAIR, *M.Ed. (Toronto)*
Guidance Consultant, Etobicoke Board of Education

J. MAXWELL R. SKINNER, *M.A. (McGill)*
Guidance Consultant, Secondary Schools, Scarborough Board of Education

JAMES A. TUCK, *Ph.D. (Toronto)*
Director of Psychological Services, Rehabilitation Foundation for the Disabled

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

- Educational Psychology
- Guidance and Counseling
- School Psychology
- Special Education

EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY *(EDUCATIONAL PSYCHOLOGY OPTION)*

Admission to the M.A. program ordinarily requires a background as follows:

A. Undergraduate courses in:
   (a) learning and motivation,
   (b) experimental psychology,
   (c) perception, (d) developmental psychology, (e) personality,
   (f) social psychology, (g) statistics and research design, (h) tests and measurement, or individual differences.

B. At least one graduate half-course in education from the following fields: (a) philosophy of education, (b) comparative education or history of education, (c) sociology in education. It is sometimes possible to take this half-course during the M.A. year.

C. Practical teaching experience would be helpful but is not essential. Students lacking such experience will be provided with an appropriate supervised experience in working with teachers and pupils in a school setting during the M.A. year.

It is intended that the M.A. program will accommodate students with a variety of backgrounds. Honours psychology graduates will normally be able to enter the M.A. year directly, or after completing the education prerequisite mentioned above. Practicing teachers and others with fewer than eight psychology courses can arrange to make up these deficits either in the Department of Applied Psychology or in the psychology department of an accredited university. A two-year M.A. program is available for those students who, since they have deficits in their psychology background, are unable to enter directly any of the Department's one-year M.A. programs.

Preliminary Year for M.A. (where necessary)

The first year of a two-year M.A. typically consists of an appropriate combination of the following courses:

1200X	Introduction to Educational Psychology
1201X	Child and Adolescent Psychology
1204X	Introduction to Personality Theory as Applied to Education
1270X	Introduction to Learning Theory in Education
1271X	Introduction to the Psychology of Motivation in Education
1272X	Introduction to Social Psychology in Education
1273X	Introduction to Experimental Methods in Educational Psychology

One-year Program Leading to M.A.

In addition to the thesis, the regular M.A. program consists of the following six half-courses:

1206X	Seminar: Learning and Cognitive Processes in Education

1207X	Seminar: Motivation in Education
3207X or	Research Seminar in Child Development
3208X	Research Seminar in Adolescent Development

One half-course in statistics if required (M.A. graduates are expected to perform at the level of 3666X—Intermediate Statistics and Research Design).

Options from:

1123X	Educational Applications of the Psychology of Communication
1208X	Seminar: Personality Development in Relation to Education
1209X	Seminar: Social Psychology in Education

Any other graduate half-course approved by the Department.

Students are also expected to participate in colloquiums and informal research meetings organized by the Department.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY *(EDUCATIONAL PSYCHOLOGY OPTION)*

Students intending to proceed to the doctoral degree should normally enter at the Honours B.A. level and undertake the three-year course, the first year of which was described under the heading *Master of Arts with specialization in Applied Psychology (Educational Psychology Option)*. However, a limited number of outstanding students holding an appropriate master's degree will be admitted to the second year of the doctoral program.

In addition to the doctoral thesis and other requirements for the Ph.D. described on pages 25 to 27, the program for the second and third years consists of eight half-courses as follows:

(a) A major, consisting of one of the 3200 series research seminars, plus one or two other supporting half-courses, making up a total of at least three half-courses in one of the following areas: learning and cognitive processes, motivation, developmental psychology, social psychology.

(b) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.

(c) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

GUIDANCE AND COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counseling. By agreement with the Ontario Department of Education, certificated and experienced teachers in Ontario who pursue a degree of Master of Education with specialization in Guidance and Counseling may thereby fulfill the academic requirements for the Province of Ontario Intermediate and Specialist certificates in Guidance. Further information is available in Circular 1967-68:40, Routes to School Guidance Certification, obtainable from the Ontario Department of Education, 44 Eglinton Avenue West, Toronto 12.

In addition to the general requirements detailed on pages 22 to 23, admission to the M.Ed. program with specialization in Guidance and Counseling ordinarily requires a background as follows:

(a) A course in Child and/or Adolescent Development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in Child and Adolescent Development and a half-course in Educational Psychology.

or

(c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates which an applicant may hold already. Holders of the Elementary and Intermediate certificates are not required to take Course 1260X. Holders of the Specialist Certificate are not required to take courses 1260X and 1261X. All degree programs consist of a minimum of eight half-courses regardless of the certificates held. For students who do not wish to obtain an Ontario Guidance Certificate, Course 1261X is optional.

Students are advised to check prerequisites for each course before making out their program planning sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The program consists of a minimum of eight half-courses as follows:

1260X	Foundations of Guidance and Counseling
1261X	Group Work in Guidance

1266X	Theories of Vocational Development
1202X	Theories and Techniques of Counseling
1203X	Practicum in Counseling
1611X	Essentials of Psychological Testing for Guidance Personnel

Two options from:

1204X	Introduction to Personality Theory as Applied to Education
1205X	Individual Intellectual Assessment
1206X	Seminar: Learning and Cognitive Processes in Education
1209X	Seminar: Social Psychology and Education
1217X	Behavior Modification Techniques, with Practicum
1262X	Organization and Administration of Guidance Services
1267	Advanced Practicum in Counseling
1284X	Behavior Disorders in Relation to Education
1013X	Supervisory Relationships
1107	Psychological Development during Adulthood
1302X	Recent Developments in Elementary Education
1303X	Recent Developments in Secondary Education
1611X	Essentials of Psychological Testing for Guidance Personnel
1660X	Introduction to Empirical Research in Education
1666X	Basic Concepts of Statistics
1982X	School and Society

Other appropriate courses and seminars.

The student's selection of the above optional half-courses is subject to the approval of his advisor and should take into account his background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for well-prepared counselors in the colleges of Applied Arts and Technology in Ontario and in similar institutions. This program, offered jointly by the departments of Adult Education and Applied Psychology, consists of ten half-courses. Of these, a minimum of three half-courses must be in Adult Education and a minimum of five in Applied Psychology. The five required courses in the Department of Applied Psychology are 1260X, 1266X, 1611X, 1202X, and 1203X.

Students who do not have the necessary background in psychology will be required to include in their program 1200X, Educational Psychology, and 1107, Psychological Development during Adulthood.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY *(COUNSELING PSYCHOLOGY OPTION)*

This program is designed primarily for persons who desire to assume a leadership role in counseling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; work with school systems as coordinators of guidance; act as specialists in in-service training and as staff members in agencies offering psychological services; and function as counseling psychologists on the staff of counseling centers in colleges and universities. In accordance with these goals the program could be described as educationally rather than clinically oriented, to the extent that such a distinction can be made.

The admission requirements are similar to those for the Master of Arts degree with specialization in Applied Psychology (Educational Psychology Option). The program has a minimum residence requirement of three years for students entering with an Honours B.A. in psychology. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The candidate will not usually be granted a Master of Arts degree in this program; however, under certain circumstances it will be possible to enroll in an M.A. program with the School Consultant Option at the end of the first year; such a program will consist of additional course work and a thesis. With additional make-up work, it may also be possible to transfer to other doctoral programs in the Department.

The three years of residence include three academic years and four summers of required work; the latter are to be spent either in formal Summer Session studies or in a supervised, paid internship setting. Candidates will ordinarily begin the program in the Summer Session (July-August) prior to the opening of the Regular Session.

Programs are individually designed by the student and his advisor to insure adequate coverage of necessary areas of competency. Three full-time internships during the summer, and two part-time internships during two regular academic years will be planned to (a) supplement course work, (b) help students integrate theory with practice, and (c) provide some specialization appropriate to the student's major interest.

First Summer and First Academic Year

The program for the first summer and

academic year normally consists of eight half-courses (four from Group A, and four from Group B):

GROUP A

1206X	Seminar: Learning and Cognitive Processes in Education
or	
3200X	Research Seminar in Learning and Cognitive Processes
1207X	Seminar: Motivation in Education
or	
3212X	Research Seminar in Motivation in Education
3207X	Research Seminar in Child Development
or	
3208X	Research Seminar in Adolescent Development
1666X	Basic Concepts of Statistics
or	
3666X	Intermediate Statistics and Research Design

GROUP B

1208X	Seminar: Personality Development in Relation to Education
1215X	Seminar: Group Processes
1216X	Psycho-Educational Appraisal
1217X	Behavior Modification Techniques, with Practicum
1222X	Theories of Behavior Modification
1266X	Theories of Vocational Development
1611X	Essentials of Psychological Testing for Guidance Personnel

Second and Third Academic Years and Summers

In addition to the doctoral thesis and other requirements for the Ph.D. degree described on pages 25 to 27, the program for the second and third years consists of the following:

(a) A major comprised of:

3215X	Seminar: Counseling Psychology: Part I
3216X	Seminar: Counseling Psychology: Part II
3217X	Practicum in Counseling Psychology
3218X	Research Seminar in Counseling

Plus:

(b) **3666X** Intermediate Statistics and Research Design (if not taken previously)

(c) A first minor generally consisting of the above required courses in Educational Psychology (1206X, 1207X, and 3207X or 3208X)

(d) A second minor ordinarily consisting of one full course taken outside the Institute in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY *(SCHOOL CONSULTANT OPTION)*

This program is designed to prepare students for careers in psychological services departments in schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psycho-educational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Students with a general B.A. concentration in psychology, and teachers with a B.A. that includes some psychology background, will be able to enter this program and arrange a course of study. Outstanding students with no psychology background will also be considered. The School of Graduate Studies will require some make-up work on the part of all of these candidates as a prerequisite to admission. On the other hand, candidates with an Honours B.A., or those with a particularly broad background in psychology, may find that they have already satisfied some of the requirements of this program. Such students will be able to select other appropriate courses offered by the Department.

The program normally requires a minimum residence period of one academic year and two summers.

Following is a list of the normal requirements, within which the student and his advisor will devise an individualized program which takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(a) **1206X** Seminar: Learning and Cognitive Processes in Education
1211 Seminar and Practicum in School Psychology
1216X Psycho-Educational Appraisal
1217X Behaviour Modification Techniques, with Practicum
1252(h)X Individual Reading and Research in Applied Psychology: Research Methods in School Psychology
1252(i)X Individual Reading and Research in Applied Psychology: Personality and Atypical Behavior in Children
1252(j)X Individual Reading and Research in Applied Psychology: The School as an Environment
1289X Special Education for School Consultants
1666X Basic Concepts of Statistics

(b) One half-course option to be selected in consultation with the advisor.
(c) A master's thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY *(SCHOOL PSYCHOLOGY OPTION)*

This program is intended to prepare a person to help in the solution of practical psycho-educational problems *(see Master of Arts with specialization in Applied Psychology, School Consultant Option)* as well as to be active in applying psychological principles to the total school situation. A graduate of this program would probably find himself in a position of greater administrative responsibility than would a graduate of the master's program. He would be engaged in activities which put a premium on the knowledge of, and ability to use, psychological principles in a systematic way, and which require more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

This doctoral program normally requires a minimum residence period of three academic years and four summers for a student entering with an Honours B.A. in psychology. Students with other backgrounds will also be able to enter this program and arrange a course of study. Candidates will ordinarily begin the program in the Summer Session (July-August) prior to the opening of the regular academic year.

Ph.D. candidates will not usually be granted a Master of Arts degree; however, under certain circumstances it will be possible to obtain an M.A. degree by completing the course and thesis requirements for that degree. With additional make-up work, it may also be possible to transfer to other doctoral programs in the Department.

Following is a list of the normal course requirements, within which the student and his advisor will devise an individualized program which takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements:

First Year

This is the same as the first year of the M.A. program (School Consultant Option). See page 103.

Second Year

(a) A major:

3202X	Advanced Practicum in School Psychology
3666X*	Intermediate Statistics
3252X	Individual Reading and Research in Applied Psychology: Advanced Research Methods in School Psychology
3207X	Research Seminar in Child Development

1222X* Theories of Behavior Modification

(b) A first minor:

1202X* Theories and Techniques of Counseling

1203X* Practicum in Counseling

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(c) A second minor consisting of a full course or two half-courses† taken outside of OISE in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

(d) One half-course option† from the 3000 series in Applied Psychology.

(e) One half-course option† selected in consultation with the advisor.

Note: Students entering the second year of the Ph.D. program with no school experience will be expected to participate for credit in Course 1211, Seminar and Practicum in School Psychology. In such cases, Course 3202X will be taken in the third year of the program.

Third Year

(a) Supervised internship in a school setting (minimum of three days per week).

(b) Any options desired by the student, or courses deemed necessary by the faculty advisor.

Additional Requirements

Dissertation**

Foreign language proficiency

SPECIAL EDUCATION

Courses in Special Education are integrated into a coherent program in three ways: as an M.Ed. in Special Education; as an elective in an M.A. program; as a minor subject in a Ph.D. program. Interested students should contact the Department of Applied Psychology.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

This program is designed to increase the competence of teachers in special classes and to prepare staff for posts of greater responsibility in this area.

Students enrolling in this program are ordinarily expected to have had at least three recent undergraduate courses or the equivalent in the behavioral sciences. When this is not the case, the following prerequisite work is required in addition to the regular degree program:

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* Courses common to the Counseling and School Psychology programs.

† Altogether, students have four half-courses as options, with the limitations noted.

** While there are more courses in this program than in some other doctoral programs, it should be noted that at least three of the courses provide definite opportunities for developing a dissertation problem, for reviewing relevant literature, and for collecting preliminary data.

1200X	Introduction to Educational Psychology
and	
1201X	Child and Adolescent Psychology

The regular program for the M.Ed. degree with specialization in Special Education consists of a minimum of eight half-courses, chosen in consultation with an advisor to form an integrated sequence, as follows:

GROUP A

Two to four half-courses selected from:

1280X	Exceptional Children and Youth
1281X	The Mentally Retarded and Slow Learner
1282X	The Physically Handicapped
1283X	Psychology and Education of the Gifted
1284X	Behavior Disorders in Relation to Education
1285X	Children with Special Learning Disabilities
1286X	Educational Techniques for Emotionally Disturbed Children
1287X	Research Seminar in the Psychology of Mental Retardation (This course would not ordinarily be taken by anyone who has elected 1281X.)

GROUP B

1610X	Introduction to Measurement and Evaluation
or	
1611X	Essentials of Psychological Testing for Guidance Personnel
or	
1205X	Individual Intellectual Assessment

GROUP C

Three to five half-courses selected from:

1013X	Supervisory Relationships
or	
1014	Supervisory Relationships
1202X	Theories and Techniques of Counseling
1203X	Practicum in Counseling
1204X	Introduction to Personality Theory as Applied to Education
1206X	Seminar: Learning and Cognitive Processes in Education
1300	Foundations of Curriculum Development
1302X	Recent Developments in Elementary Education
1303X	Recent Developments in Secondary Education
1306X	Diagnosis and Instructional Techniques

Other approved courses

In addition, 1288X — Individual Reading and Practicum in Special Education — will ordinarily be required. This practicum is in addition to the regular program of eight half-courses required for the degree.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Applied Psychology will accept candidates for this degree only under very exceptional circumstances. Before being accepted as a candidate for this degree, a student's program must be approved by the Department of Applied Psychology.

OCCASIONAL STUDENTS IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs described above may, by arrangement with the Department of Applied Psychology, enroll in a maximum of two half-courses. In exceptional cases a student may enroll in more than two half-courses by arrangement with the student's advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

GENERAL NOTE

It is hoped that virtually all M.A. and Ph.D. candidates in the Department of Applied Psychology will hold Graduate Assistantships. This provides supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the Department will consult with staff members in that area to explore the student's suitability and to consider possible modification of the program to meet individual needs.

COURSES

A course is identified with this Department when the first two digits in the course number are 12 or 32.

1200X INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
(E. V. Sullivan, D. W. Brison, and K. G. O'Bryan, Regular Session and Summer Session)

1201X CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
(D. W. Brison, W. Fowler, and E. V. Sullivan, Regular Session and Summer Session)

1202X THEORIES AND TECHNIQUES OF COUNSELING

The course will be concerned with current theories of counseling and their appraisal, together with various attempts at classification. The theoretical assumptions underlying different approaches will be examined and compared. This course must be taken in conjunction with 1203X except with special permission of the instructor.

Prerequisites: 1260X plus two additional courses.

(L. E. Pass and J. C. Weiser, Regular Session and Summer Session)

1203X PRACTICUM IN COUNSELING

Must be taken in conjunction with 1202X except with special permission of the instructor.

Prerequisites: 1260X plus two additional courses.

(L. E. Pass and J. C. Weiser, Regular Session and Summer Session)

1204X INTRODUCTION TO PERSONALITY THEORY AS APPLIED TO EDUCATION

The relationship between personality theory and research, and theory and research in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories — e.g., in dynamic theories, cognitive theories, behavior theories, etc.; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

(W. B. Dockrell, Regular Session)

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

(C. C. Pitt and associates, Regular Session)

1206X SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

Learning theories and their relevance to the classroom situation; examination and comparison of current theories and research on cognitive processes.

Prerequisites: 1270X or undergraduate course in the psychology of learning.

(E. V. Sullivan and W. Fowler, Regular Session)

1207X SEMINAR: MOTIVATION IN EDUCATION

An examination of contemporary theories on motivation, including neuro-physiological and psychological studies related to arousal and activation, and current research on curiosity, conflict, frustration, and aggression.

Prerequisites: 1271X or undergraduate course in the psychology of motivation; or Honours B.A., or equivalent, in psychology.

(S. B. K. Henderson and A. Castaneda, Regular Session)

1208X SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and the conditioning therapies.

Prerequisite: 1204X

(D. Hunt, Regular Session)

1209X SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Current research in experimental social psychology, and the implications of theory and data for an understanding of social behavior in educational settings. The main research areas considered are behavioral dependence and interdependence; interpersonal influence; attitudes and attitude change; cognitive consistency.

Prerequisites: 1272X or undergraduate course in social psychology; or Honours B.A., or equivalent, in psychology.

(A. M. Marcus, Regular Session)

1210X THE LEARNING OF MATHEMATICAL CONCEPTS

The nature of mathematical structures; the relationship of contemporary theories of cognition and intellectual processes to the learning of structured material; affective states and rational behavior; developmental states in thought processes; current research. This course is intended primarily for students in Applied Psychology and Ph.D. students in the Department of Curriculum who are specializing in mathematics.

Prerequisites: Background in mathematics, introductory psychology, and two additional psychology courses.

(S. M. Avital, Regular Session)

1211 SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

The examination and discussion of professional relationships in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Practicum in the schools — one day per week. Open only to students enrolled in the School Psychology program.

(H. Silverman, Regular Session)

1215X SEMINAR: GROUP PROCESSES

This is a year-long advanced course for Ph.D. students in Counseling Psychology; other students may be admitted with the permission of the instructor. Personal participation and the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counseling practice.

(G. A. Casey, Regular Session)

1216X PSYCHO-EDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques

applied in school settings. Individual intelligence testing with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet; tests of specific cognitive and perceptual dysfunction; assessment of atypical children. Primarily for students in the School Psychology program.
(S. Miezitis and G. A. Casey, Regular Session)

1217X BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisite: Permission of the instructor.
(H. G. Narrol, Regular Session)

1218X PERSONALITY ASSESSMENT

A survey of methods of personality assessment, including group psychometric instruments and an introduction to projective theory and tests. The course will include experiences in integrating test data and writing psychological reports based on these data. Includes practicum in administration — 3 hours per week.
(Staff, Regular Session)

1222X THEORIES OF BEHAVIOR MODIFICATION

A number of approaches to behavior change, including new and traditional and verbal and non-verbal approaches, will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. The application of these approaches within the educational system will also be discussed. Open only to doctoral students in Applied Psychology.

Prerequisite: 1217X
(H. G. Narrol, Regular Session)

1240 RESEARCH SEMINAR IN MEDICAL EDUCATION

A systematic application of theory and research in educational psychology to the problems of learning and teaching in medical school. Emphasis is placed on cognitive, personality, motivational, and social factors influencing education in a medical setting; on problems of student selection; on evaluation of student performance; on transfer of training from preclinical and clinical knowledge to clinical performance; on new instructional methods and media in medical education; and on the measurement and facilitation of diagnostic and decision-making ability in clinical practice. Students will be expected to review the current literature in medical education and to participate in ongoing research projects in medical education in the Faculty of Medicine.

Prerequisites: M.D. degree and permission of the instructor.
(Staff, Regular Session)

1252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics which are of particular interest to the student and which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1252(h)X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: RESEARCH METHODS IN SCHOOL PSYCHOLOGY

Research training directed toward the investigation of teaching-learning problems in the classroom. Emphasis will be placed on the development of techniques of systematic observation and problem solving; facilitation of data collection; research logic; feasibility of researching various school problems; the ethical consideration involved in doing research with children in schools; etc. Students will be expected to review the current research literature, and to design, initiate, and/or participate in research projects in the schools.

Prerequisite: A working knowledge of basic statistical concepts.
(D. W. Brison and L. D. McLean, Regular Session)

1252(i)X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: PERSONALITY AND ATYPICAL BEHAVIOR IN CHILDREN

Consideration of the meaning of atypical behavior in children, focusing on its origin, characteristics, social and educational consequences, and on its amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the pre-school period through adolescence. Open only to students enrolled in the School Psychology program.
(B. W. Shaw, Regular Session)

1252(j)X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: THE SCHOOL AS AN ENVIRONMENT

The organization of the school — the patterns and dynamics of school operation — and its goals and traditions; the complexity of introducing change; the understanding of, and sensitivity to, the relationships within a school and a school system; the lines of communication; the introduction of curriculum; etc. Attention will also be given to the rationale underlying the present elementary school curriculum, modern developments in curriculum, past and present classroom practices, and recent innovations in education — e.g., computer-assisted instruction, individually prescribed instruction,

etc. Open only to students enrolled in the School Psychology program.
(Staff, Regular and Summer Session)

1260X FOUNDATIONS OF GUIDANCE AND COUNSELING

A course which provides opportunities for the exploration and unification of principles of guidance and counseling and their implications for guidance. The development of a critical attitude concerning areas such as testing, counseling, teaching and administrative methods, curriculum, etc. is included. Concepts relating to the dignity of man and human relationships are explored and examined.
(J. M. R. Skinner, Regular Session and Summer Session)

1261X GROUP WORK IN GUIDANCE

Presentation of models of group work processes, as well as of current theory applicable to group work in guidance. Students will be expected to develop a catalog of skills and ideas useful in the school setting and to develop communication skills essential to group work.

Prerequisite: 1260X
(R. C. Harris, Regular Session and Summer Session)

1262X ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers. Principles, problems, and procedures in organization and administration of guidance services in a single elementary or secondary school, a municipal or provincial system, and a constellation of schools within such a system. Particular attention will be given to such topics as functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and post-secondary school programs; guidance-testing programs; information services; placement and follow-up activities.

Prerequisites: 1260X or Ontario Elementary Guidance Certificate, 1261X, 1202X, 1203X, and 1611X (or equivalent courses).
(E. E. Huff and J. A. Linklater, Regular Session and Summer Session)

1266X THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice. Students will spend a considerable portion of their time developing the implications of research findings for the guidance programs in which they may work.
(H. I. Day, Regular Session and Summer Session)

1267 ADVANCED PRACTICUM IN COUNSELING

This course is designed particularly for M.Ed. students.

Prerequisites: 1202X, 1203X, and permission of the instructor.
(A. M. Landsman and G. A. Casey, Summer Session only)

1270X INTRODUCTION TO LEARNING THEORY IN EDUCATION

A survey of theoretical approaches to the study of learning. Emphasis will be placed on the contribution of learning theory to the understanding of classroom learning. Contemporary cognitive and neo-behavioristic positions will be examined in detail. (D. R. Olson, D. W. Brison, E. V. Sullivan, Regular Session)

1271X INTRODUCTION TO THE PSYCHOLOGY OF MOTIVATION IN EDUCATION

A survey of motivational theory, intended to prepare the student to relate more closely motivational theory and classroom learning. (S. B. K. Henderson, Regular Session)

1272X INTRODUCTION TO SOCIAL PSYCHOLOGY IN EDUCATION

An overview of the field, including the methodology of social research and research problems of current interest. Although the primary emphasis is on the theory and data of experimental social psychology, some attention is devoted to applications to social behavior in everyday life and in educational settings. (A. M. Marcus, Regular Session)

1273X INTRODUCTION TO EXPERIMENTAL METHODS IN EDUCATIONAL PSYCHOLOGY

Students will design and conduct simple experiments. Problems in research design and methodology will be studied. Techniques with special relevance to educational research, such as observational techniques, structured interviews, and operant analysis of disruptive classroom behavior will be studied. (Staff, Regular Session)

1280X EXCEPTIONAL CHILDREN AND YOUTH

The emphasis will be on the psychology of exceptional children, not on programs for them, though some reference to the latter will be made. Several of the following groups will be considered: the blind and partially sighted, the hard-of-hearing and deaf, the speech defective, the brain-damaged, the mental defective, the intellectually gifted. (Staff, Regular Session and Summer Session)

1281X THE MENTALLY RETARDED AND SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counseling. (D. Shipe, Regular Session and Summer Session)

1282X THE PHYSICALLY HANDICAPPED

The psychology of children and young people with such types of disability as impaired vision, impaired hearing, defective speech, crippling conditions, epilepsy, chronic medical disorders,

multiple handicaps; psychological and medical bases of adjustments in curriculum and instructional methods; educational programs in regular classes, special classes, hospitals, and the home; emotional and social adjustment; counseling of parents and pupils.
(J. A. Tuck, Regular Session and Summer Session)

1283X PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
(S. Miezitis, Regular Session)

1284X BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people, e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
(E. J. Rosen, Regular Session and Summer Session)

1285X CHILDREN WITH SPECIAL LEARNING DISABILITIES

Characteristics of SLD children (also called perceptually impaired or minimally brain-damaged children); their identification and differentiation from mentally retarded and emotionally disturbed children; remedial reading problems; programs in regular classes, special classes; special instructional procedures; counseling of parents and pupils; observation of special classes.
(L. Lazar, Regular Session)

1286X EDUCATIONAL TECHNIQUES FOR EMOTIONALLY DISTURBED CHILDREN

A survey of psychodynamic and educational management techniques used with children with learning difficulties due to developmental disorders, cerebral dysfunctions, specific cognitive disorders, language and reading disorders, and psychiatric behavior disorders, with particular reference to the methods used in special classes for the selection, investigation, and remedial treatment of these varied conditions.

Prerequisite: 1284X
(E. J. Rosen and D. Keillor, Regular Session)

1287X RESEARCH SEMINAR IN THE PSYCHOLOGY OF MENTAL RETARDATION

Emphasis will be placed on research on mental retardation. Topics to be covered include the history, nature, and measurement of intelligence and adaptive behavior; definitions; epidemiology of mental retardation; biological and socio-cultural factors affecting intelligence; personality theories; and educational programming.

Prerequisite: Permission of the instructor for those who are not M.A. or Ph.D. candidates in Applied Psychology.
(D. Shipe and J. B. Fotheringham, Regular Session)

1288X INDIVIDUAL READING AND PRACTICUM IN SPECIAL EDUCATION

The course consists of supervised experience in a particular area of special education; this experience may involve curriculum planning, classroom organization, and the development and evaluation of a range of instructional materials and techniques.
(Staff, Regular Session)

1289X SEMINAR: SPECIAL EDUCATION FOR SCHOOL CONSULTANTS

Discussion of research findings pertaining to the identification of children with specific learning problems and the development of special programs for them. Open only to students enrolled in the School Psychology program.
(H. Silverman, Summer Session)

1290X READINGS AND RESEARCH IN MENTAL RETARDATION

Emphasis will be placed on an expansion and deepening of material covered in 1287X, particularly on the biological and socio-cultural aspects of mental retardation. Additional topics will include the genetic aspects of mental retardation, personality, learning theories, family studies, and vocational rehabilitation.

Prerequisite: 1287X

1123X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Language and perception, linguistics and language learning, semantics, non-verbal communication, mass media, measuring effectiveness of communications.

Prerequisite: Permission of the instructor.
(D. S. Abbey, Regular Session)

Note: The research seminars that follow are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207X and 3208X. Basic research in the area of specialization is reviewed with a special emphasis on formulating testable hypotheses which might lead to a contribution to the field of educational psychology.

3200X RESEARCH SEMINAR IN LEARNING AND COGNITIVE PROCESSES: PART I

Ordinarily 3200X and 3201X must be taken as a full course. With the permission of the individual student's faculty advisor and the course instructor, however, in some cases it is possible for a student to register separately for 3200X or for 3201X.
(D. R. Olson, Regular Session)

3201X RESEARCH SEMINAR IN LEARNING AND COGNITIVE PROCESSES: PART II

See entry under 3200X.
(D. R. Olson, Regular Session)

3202X ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise first-year students in the 1211 practicum. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211
(H. G. Narrol, Regular Session)

3207X RESEARCH SEMINAR IN CHILD DEVELOPMENT

(E. V. Sullivan and W. Fowler, Regular Session)

3208X RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

(C. C. Anderson, Regular Session)

3209X RESEARCH SEMINAR IN COGNITIVE AND LANGUAGE DEVELOPMENT

(D. R. Olson, Regular Session)

3210X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART I

(D. Hunt, Regular Session)

3211X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART II

Prerequisite: 3210X
(Staff, Regular Session)

3212X RESEARCH SEMINAR IN MOTIVATION IN EDUCATION: PART I

(C. C. Anderson, Regular Session)

3213X RESEARCH SEMINAR IN MOTIVATION IN EDUCATION: PART II

Prerequisite: 3212X
(C. C. Anderson, Regular Session)

3215X SEMINAR IN COUNSELING PSYCHOLOGY: PART I

For students in the Ph.D. program in Counseling Psychology. A continuation of studies begun in 1202X. To be taken concurrently with 3216X and 3217X.

Prerequisite: 1202X or equivalent.
(A. M. Landsman and R. M. Laxer, Regular Session)

3216X SEMINAR IN COUNSELING PSYCHOLOGY: PART II

To be taken concurrently with 3215X and 3217X.
(A. M. Landsman and R. M. Laxer, Regular Session)

3217X PRACTICUM IN COUNSELING PSYCHOLOGY

To be taken concurrently with 3215X and 3216X.
(A. M. Landsman, Regular Session)

3218X RESEARCH SEMINAR IN COUNSELING

(C. M. Christensen, Regular Session)

3220X ANALYSIS OF LEARNING TASKS

Analysis at both the theoretical and practical level of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.

(C. Bereiter, Regular Session)

3252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252X, but at the doctoral level.

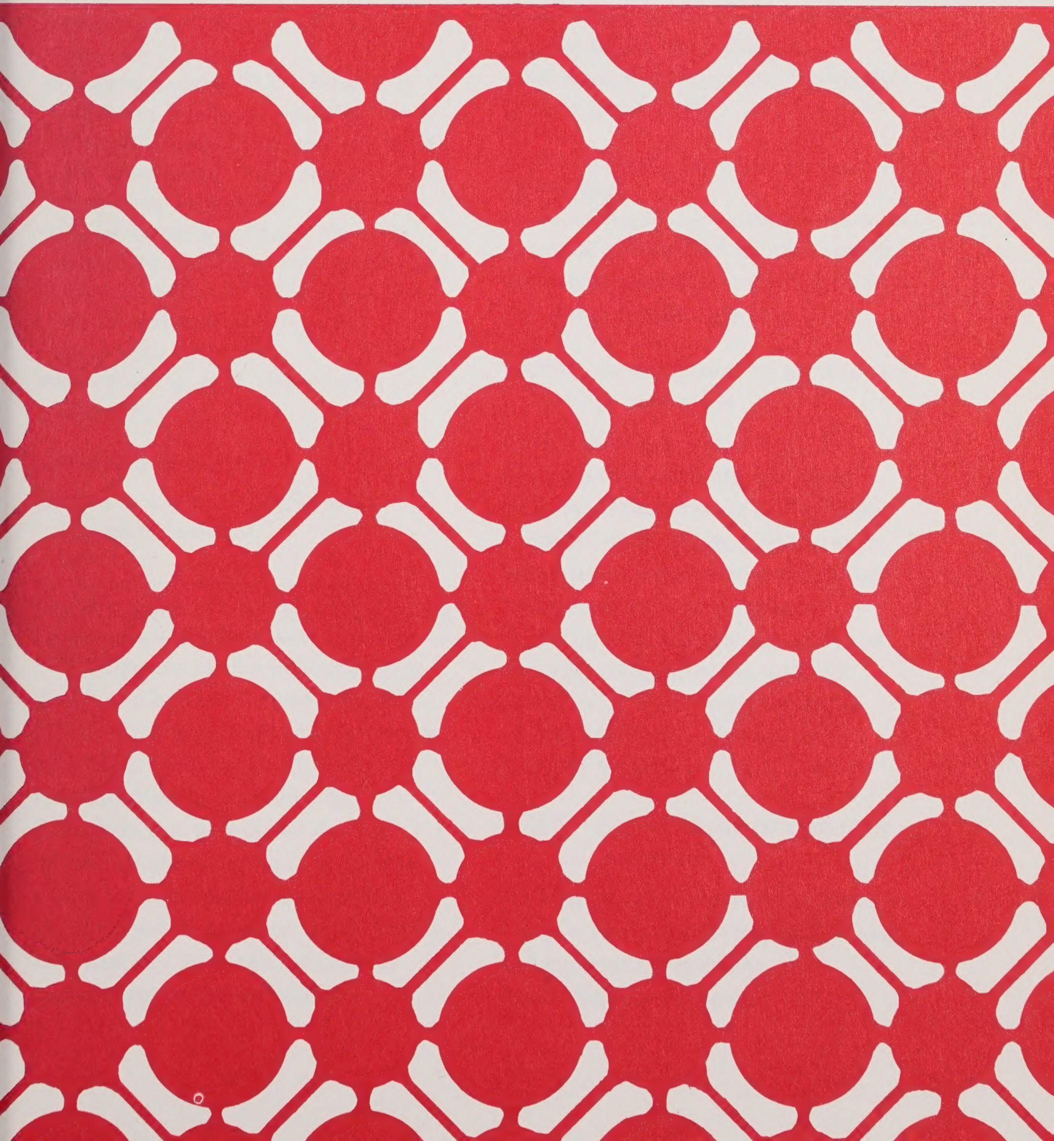
3252(h)X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: ADVANCED RESEARCH METHODS IN SCHOOL PSYCHOLOGY

A continuation of Course 1252(h)X. Open only to students at the doctoral level.

Prerequisite: 1252(h)X or equivalent.

(Staff, Regular Session)

Sociology in Education



Department of Sociology in Education

JAN J. LOUBSER, *Ph.D. (Harvard)*
Associate Professor and Chairman of the Department, cross-appointed to the Department of Sociology, University of Toronto

ANDREW EFFRAT, *M.A. (Harvard)*
Lecturer

MICHAEL FULLAN, *M.A. (Toronto)*
Lecturer

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Assistant Professor, cross-appointed from Educational Planning and from the Department of Sociology, University of Toronto

WILLIAM MICHELSON, *Ph.D. (Harvard)*
Associate Professor, cross-appointed from Educational Planning and from the Department of Sociology, University of Toronto

DAVID B. NOLLE, *M.A. (Vanderbilt)*
Lecturer

ASSOCIATED INSTRUCTOR:

MARTHA K. BAUM, *Ph.D. (Harvard)*
Research Associate

PROGRAMS OF SPECIALIZATION

Full programs in this field are being developed but are not yet available. However, special programs leading to an M.Ed., M.A., or Ph.D. with specialization in Sociology in Education can be worked out for individual students. Such programs would include courses in Sociology in Education as listed on pages 121 to 124, together with related courses appropriate to the individual's particular interests and background in the Department of Educational Theory or in other departments of the School of Graduate Studies.

Interested students may obtain descriptions of the programs currently being tested by the Department by writing to Dr. Jan J. Loubser, Chairman, Department of Sociology in Education, OISE.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39.

1900X INTRODUCTION TO SOCIOLOGY IN EDUCATION

An introduction to sociology in education for students following a program concentrating in this field. Consideration will be given to such topics as classrooms as socialization settings, schools as complex organizations, the role structures of educational institutions, and the evolution of educational systems.
(A. Effrat, Regular Session and Summer Session)

1901X THE SOCIOLOGY OF CANADIAN EDUCATION

An analysis of educational systems in Canada, dealing with regional, social, and cultural differences.
(Staff, Regular Session)

1931X EDUCATION AND MODERNIZATION: COMPARATIVE PERSPECTIVES

A sociological analysis of the role of education in modernizing societies. The course will survey the available data on the difference education makes in various aspects of social development and will involve further analysis of data to test some of the hypotheses suggested by earlier findings.
(M. Fullan, Regular Session and Summer Session)

1940X COMPARISON OF NATIONAL EDUCATIONAL SYSTEMS

A comparison of national educational systems in western and some non-western societies. The course will deal with the input-output relationships of various educational systems to society and will consider the differences and similarities of various educational systems and their sources in and consequences to the social structure.
(Staff, Regular Session)

1952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1960X SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for sociologists working in the field of education. General consideration will be given to the technical problems involved in the collection, analysis, and interpretation of data, with emphasis on the logic underlying the research process. Consideration will also be given to survey design and analysis, with the focus on the analysis and interpretation of sociological data collected by the students and/or provided by the staff. Some statistics will be introduced and use of mechanized equipment for processing data will be necessary to complete the assigned term paper.
(D. B. Nolle, Regular Session and Summer Session)

1970X SOCIOLOGICAL THEORY IN EDUCATION

An introduction to sociological theories relevant to the study of education.
(J. J. Loubser, Regular Session)

1983X THE MODERN CITY: EDUCATION AND URBAN SOCIETY: PART I

Examines the city both as a significant development in world civilization and as a working mechanism guided by contemporary policies, and studies the multifaceted relationship of human behavior to the urban environment. To be taken concurrently with 1984X, except in

the Summer Session, when a student may enroll in 1983X only.
(W. Michelson, Regular Session; Staff, Summer Session)

1984X THE MODERN CITY: EDUCATION AND URBAN SOCIETY: PART II

To be taken concurrently with 1983X.
(W. Michelson, Regular Session)

1985X THE SCHOOL AND THE SOCIOLOGY OF WORK: PART I

Basic structural characteristics of modern industrial societies and their educational institutions are analyzed to provide a background for the interpretation of occupational groups and structures. This is a course aimed at providing school personnel with a knowledge of industrial structure and the sociology of industry, and is an option in the Sociology in Education program. To be taken concurrently with 1986X. With special permission of the instructor, 1985X or 1986X may be taken as separate half-courses.
(E. B. Harvey, Regular Session)

1986X THE SCHOOL AND THE SOCIOLOGY OF WORK: PART II

See description under 1985X.
(E. B. Harvey, Regular Session)

1995X SCHOOL AND SOCIETY

An introduction to Sociology in Education for students not following a program concentrating in this field. Consideration will be given to such topics as social structure and the role of the school, educational policy, and social policy.
(Staff, Regular Session)

1996X THE SOCIAL STRUCTURE OF THE SCHOOL

An analysis of the social relationships and structures in the school and of their impact on learning, and on student behavior and performance.
(Staff, Regular Session)

3905X SOCIAL SYSTEMS ANALYSIS OF EDUCATION

An attempt to apply social systems theory to the analysis of educational systems, from the national to the classroom level, and to deal with the interchanges between such systems and their environments.
(J. J. Loubser, Regular Session)

3910X FORMAL ORGANIZATION IN EDUCATION

A consideration of the principal theoretical and empirical works on the nature, operation, and evolution of formal organizations. Generalization from and specification to educational organizations.
(A. Effrat, Regular Session)

3920X SOCIALIZATION, ADOLESCENCE, AND EDUCATION

An examination of various socialization theories, and the works of their proponents, with emphasis upon their implications for selected aspects of the educational process.
(D. B. Nolle, Regular Session)

3930X EDUCATION AND SOCIAL CHANGE IN INDUSTRIAL SOCIETY

An examination of the impact of major social changes on education and of education as a factor in social change.
(M. Fullan, Regular Session)

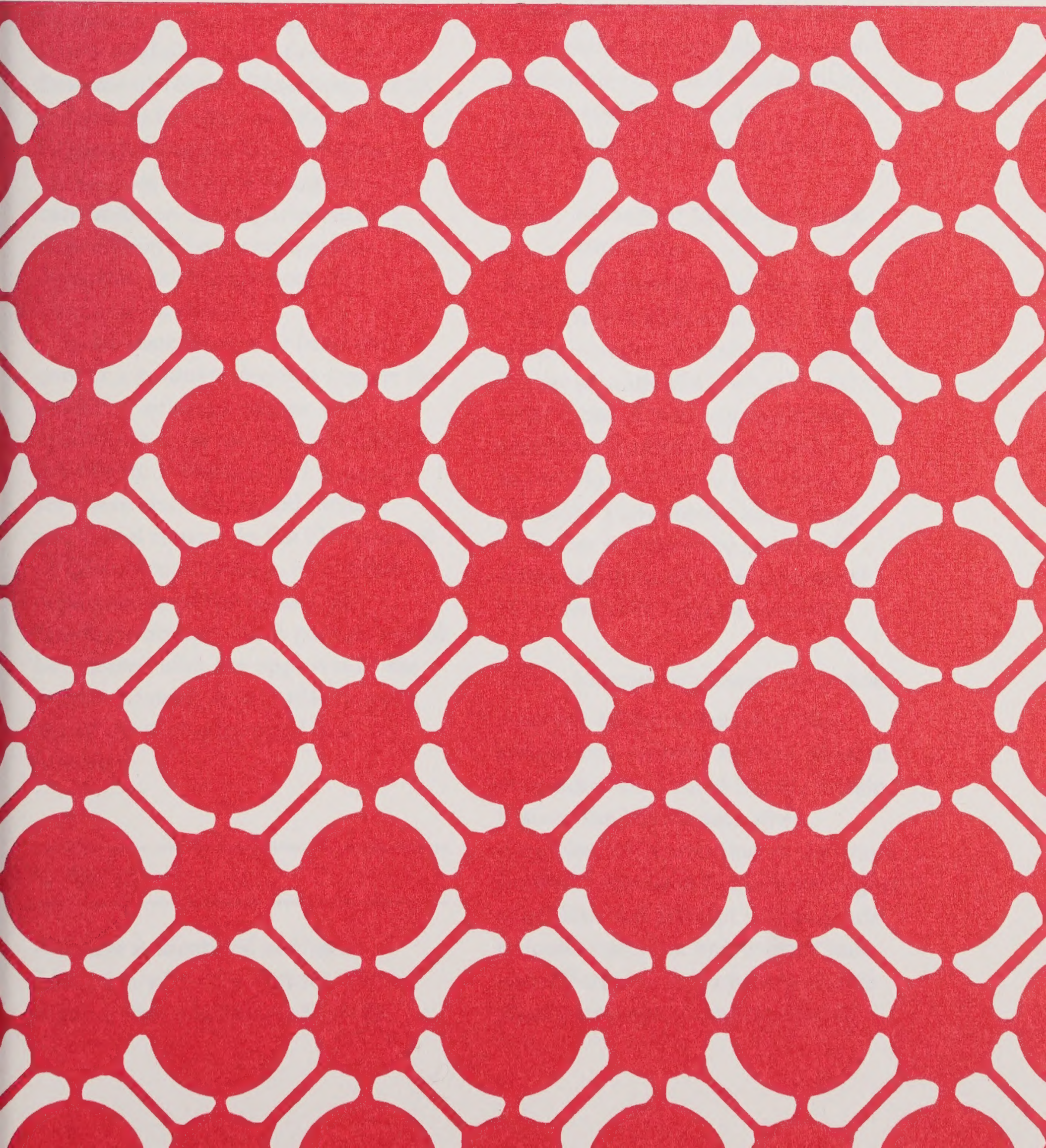
3952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952X, but at the doctoral level.

3983 SEMINAR IN URBAN SOCIOLOGY

(Also listed as Sociology 2011, School of Graduate Studies Calendar, University of Toronto.)
This seminar will concentrate first on important issues in urban sociology. Particular, but by no means exclusive, attention will be paid to the interaction of the physical environment with the social, cultural, and personality systems in cities. The seminar will then design and carry out research on one of these issues.
(W. Michelson, Regular Session)

Additional Fields of Study



Higher Education

PROGRAMS OF SPECIALIZATION

Graduate courses in the field of Higher Education are now offered: 1801, Studies in the History of Higher Education in Canada; 1803, Recurrent Issues in Higher Education; 1807, Systems of Higher Education; 3852X, Individual Reading and Research in Higher Education. These courses are open as electives to degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies.

In addition, they may form the core of a graduate degree program for students seeking a degree with specialization in the field of Higher Education. Individualized programs for these students would include additional courses in the Department of Educational Theory, or in other departments of the School of Graduate Studies. Such courses would be selected with the approval of the faculty advisor, in accordance with the student's background and interests.

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38.

1801 STUDIES IN THE HISTORY OF HIGHER EDUCATION IN CANADA

Studies in the development of Canadian universities, with reference also to professional schools, teachers' colleges, technical institutes, etc. in the context of comparable developments elsewhere in the English- and French-speaking worlds.
(R. S. Harris, Regular Session)

1803 RECURRENT ISSUES IN HIGHER EDUCATION

An examination of recurring questions about higher education. Sample topics include: Who should receive higher education? Of what kinds? In what types of institutions? What should be studied? Who should teach? How? What is the role of research? How should institutions of higher education be governed? Financed? Related to government?
(E. F. Sheffield, Regular Session)

1807 SYSTEMS OF HIGHER EDUCATION

Analysis of the structure of the educational systems in the Canadian provinces, the United States, Britain, France, the USSR, and other countries, with attention to the ways in which provision is made for higher education. An attempt will be made to understand the university's role, and differences in its nature and its place in the social organization of

each of these societies. In essence, this will be a study of the university as a social institution in different settings.
(E. F. Sheffield, Regular Session)

3852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Medical Education

PROGRAM FOR MASTER OF ARTS WITH SPECIALIZATION IN MEDICAL EDUCATION

In cooperation with the Faculty of Medicine of the University of Toronto, the graduate Department of Educational Theory is prepared to offer a Master of Arts program to a limited number of candidates engaged in or intending to engage in medical education. While the actual composition of the program will be varied in accordance with the particular background and interests of each candidate, all will be required to include Course 1240 — Research Seminar in Medical Education. (For description of this seminar see page 110.)

Interested students should seek further information from the Office of the Coordinator of Graduate Studies or from Professor John F. Flowers, Director of Educational Research in the Faculty of Medicine.

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* Associated instructor.

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